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PROGRESSIVE
ENGLISH EXERCISES
IN
ANALYSIS, COMPOSITION
AND
SPELLING

BY THE USE OF SYMBOLS

BY
HENRY W. SIGLAR, A.M.



NEW YORK
HENRY HOLT AND COMPANY
1874

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TO THE TEACHER.

No subject taught in our Schools appears to yield such unsatisfactory results as English Grammar.

The radical error in teaching English consists in divorcing theory from practice. The most successful methods of teaching foreign languages impress upon the pupil, by properly graded exercises, a limited number of grammatical rules. A correct use of language is acquired only from the force of habit. It is impossible to reform incorrect habits by cramming pupils with rules.

It is expected that these EXERCISES will supply a want felt by teachers of English Grammar everywhere. They are simple as well as progressive, and adapted to the capacities of young minds.

The idea of the book originated more than eight years ago, amid the actual work of the class-room ; and it has gradually grown to the present form. The experience of each year suggested additions and improvements, which have been tested by actual class work and approved by increasingly good results. For a long time, the author feared that the method was so peculiar to himself that it would fail in the hands of another ; he, therefore, went on, year after year, writing

the daily lessons on the blackboard, satisfied with the advantages his own pupils were obtaining. The success of the Exercises in the hands of an assistant, however, convinced the author that he ought to publish the work.

The gratifying results attending the use of the proof-sheets in place of the blackboard, have given the author greatly increased confidence in the usefulness of the book, and satisfied him that any teacher of fair ability, without having made Grammar a specialty, can take a class through it easily and successfully. The only essential requisite is that every step laid down in the text be carefully taken. Of course, it is desirable that the teacher be able to add oral instruction.

The grammatical part contains several features comparatively new, though they have been recently adopted by many of the ablest and most advanced grammarians. The treatment of the Moods and Participles will find favor with those who prize simplicity and accuracy. The plan of the work admits only the more important principles of Grammar; but enough has been given to form the basis of any amount of instruction the teacher may care to add. The author is greatly indebted to BAIN'S "Brief English Grammar" and accompanying "Key." To these excellent books the teacher is referred for a fuller treatment of the subject.

The Exercises have all been taken from standard authors, and even the symbols are based on sentences written by them. The only exception is in the lessons on irregular verbs, where proper sentences could not readily be found.

The necessity for an easy gradation in the Exercises has determined the order of topics and their division into Lessons. The teacher must assign lessons to his pupils without regard to the divisions of the text. The book is designed for a two-years' course.

The Exercises on Number, Possessive Case, and Pronouns, are very important, and may need several reviews.

A prominent feature is the copious use of the so-called Irregular Verbs in which pupils so frequently err.

The Exercises are designed to foster a spirit of independent thought, and to form a habit of investigation through the dictionary. The first Exercise in each Lesson is analytical, and cultivates a habit of accuracy and attention: while the second trains the pupil to think; teaches him the use of words; enlarges his vocabulary; in fact, by it the same mental powers are brought into play as in translating from a foreign language.

The following methods of conducting the recitation have been tested:

1. Gather up all the written exercises and read them before the class, marking errors and commenting upon them.

2. Let the whole class in turn read the first phrase or sentence, then the second, and so on, the teacher naming errors, and the pupils marking them.

3. Exercises having been exchanged, proceed as in method No. 2.

4. Gather up the exercises at the commencement of

the recitation to be corrected after it, and require the pupils in turn to write the exercise on the blackboard for criticism.

5. Require each pupil to copy upon the blackboard from his own exercise the symbols of a phrase or sentence, while the class criticise and the teacher marks errors.

6. Exercises having been exchanged, proceed as in method No. 5.

7. While the teacher gives orally, or on the blackboard, the correct symbols for each phrase or sentence, let the pupils mark the errors.

8. Exercises having been exchanged, proceed as in method No. 7.

For the correction of symbols, methods 5, 6, 7, and 8 are preferred; for that of Composition Exercises, and the first ten Lessons, 1, 2, 3, and 4 will be found most useful. The methods should be varied from day to day. Pupils should be required to correct errors, and rewrite the part containing them, for the inspection of the teacher at the next recitation.

Method No. 4 may be modified by requiring the class to go over the lesson and compose new sentences orally for each set of symbols. The adaptation of the symbols to this exercise is illustrated in the following example:

(Art.) (n. c. nt. s. 3. n.) be [ind. fut. p. s. 3.] [a. c.] in [art.]
[ind.] [n. c. nt. pl. 3. o.].

1. The weather will be warmer in a few days.
2. The sport will be more lively in a few moments.
3. The prospect will be brighter in a few weeks.

4. The city will be larger in a few years.
5. The plan will be more successful in the other classes.
6. The price will be higher in the other places.

In the composition of long sentences, the pupil may first write out the words that are fixed by the symbols, and then supply the vacancies, as follows:

(N. p. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) lead [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.})¹ commence [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} with [a. p.] [n. c. nt. s. 3. o.].

_____ who led _____ commenced _____
with _____.

General Sherman, who led the advance, commenced the assault with unusual spirit.

The following letter, written by one of the author's pupils, illustrates an excellent method of teaching practical composition. Each pupil is required to criticise another's exercise, after the errors have been marked by any of the methods already given.

NEWBURGH, N. Y., June 20, 1874.

MR. HENRY W. SIGLAR:

DEAR SIR—

I received Master Wheeler's exercise for correction. He had not many mistakes, but his penmanship was bad. His third sentence is, "Arnold, the great betrayer, could fight more *violently* in a *smaller place*." In this sentence, *valiantly* would sound better than "violently;" and in a *more exposed position*, or in the *more open field*, than "in a smaller place."

In the fifth sentence there was one error, "That young fellow can feed my horses more *suitably*." I think *promptly* or *more quietly* would make better sense than "more suitably."

The sixth sentence contains two mistakes and is as follows : "Some dogs can *ravenously* bite an *apple*." The symbols in this case required that the adverb be written after the verb. *Bite off a stick* would make the sentence correct.

The eighth sentence contains one error—a very common one. He wrote "buy" for *have bought*.

"He could have found little sleep for a *drunkard* of his age in that house" is his ninth sentence. A neuter noun is required in the place of the word "drunkard." The whole sentence will then have to be changed. It may be made to read thus : "He could have found no rest for the sole of his foot in that house."

The three last mistakes occur in the last sentence. "Our *child* can chide us in a very *queer* manner." "Can" should have been *could*; *teacher* sounds better than "child," and *gentle* than "queer."

Having reached the end of Master W.'s exercise,

I remain, yours truly,

CHARLES ROWELL.

With the confident expectation that this text-book, the product of his own experience, will meet the approval of many teachers at sight, the author desires from all a candid consideration and a fair trial; appealing from all speculative doubts to the severest tests of the classroom.

HENRY W. SIGLAR.

NEWBURGH INSTITUTE,
Newburgh, N. Y., July 4, 1874.

NOTE.—The teacher should insist from the first that the Symbols be written neatly, and just as given in the text, in regard to order, style of letter, and periods. Parentheses, brackets, and braces must not be written too large. The teacher will find the "Review Questions" of great service. The Table of Contents is also arranged for revisions. The Questions on Exercises are intended as hints to be extended as the teacher has inclination. In the lists of irregular verbs, only the preferred forms are given.

PROGRESSIVE EXERCISES.

LESSON I.

NOUNS.

LANGUAGE, oral and written, is made up of words. There are several classes of words, differing according to the use made of them.

Words used as the names of things constitute the most numerous class. This class is called the NOUN class.

The name of every *person*, *animal*, *place*, *thing*, or *object of thought* is a NOUN.

Names of persons—Henry, Lincoln, Charles Dickens.

Names of animals—cat, lion, bird, hen.

Names of places—Troy, New York, Virginia, town, state.

Names of things—table, star, cab, birch, lemon.

Names of objects of thought—virtue, love, happiness.

NOTE TO THE TEACHER.—The pupil should be required to write carefully the following exercises. In correcting them, the teacher may mark the errors and request the pupil to rewrite and correct the part containing the errors. The teacher may correct each exercise himself after class, or request the pupils to exchange exercises, and mark errors, as the teacher names the proper form.

EXERCISE 1.

1. Write only the nouns among the following words: *Man many, money, dog, do, it, but, made, maid, coat, cat, are, air, heart, here, home, virtue, vice, brave, bare, bear, happiness, happy, see, sea.*

2. Write five nouns—names of animals.

3. Write five nouns—names of trees.

4. Write five nouns—names of articles of dress.

5. Write five nouns—names of articles of furniture.

6. Write five nouns—names of articles of food.
7. Write five nouns—names of things never eaten.
8. Write five nouns—names of things pleasant to look at.
9. Write five nouns—names of objects that produce sound.
10. Write five nouns—names of things producing a pleasant odor. ✕
11. Write five nouns—names of objects of thought only.
12. Write five nouns—names of round objects. ✕
13. Write five nouns—names of grain.
14. Write five nouns—names of birds.
15. Write five nouns—names of persons.
16. Write five nouns—names of places.
17. Write five words that are not nouns.
18. Write only the nouns in the following: Rain falls from the clouds. All work and no play makes Jack a dull boy. Health, wealth, and happiness. Make hay while the sun shines.

LESSON II.

KINDS OF NOUNS.

Nouns are either **Proper** or **Common**.

A **Common Noun** is a name that may be given to any one of a class of objects; as, BOY may mean *any* one of a class of boys; CITY, *any* city.

A **Proper Noun** is the name of some *particular person, place, or thing*; as *John, Henry Wilson, Troy, Hudson, Monday, January*.

Every Proper Noun must begin with a capital. In describing nouns, write them thus:

Proper Nouns—Henry (n. p.); Troy (n. p.).

Common Nouns—man (n. c.); table (n. c.); apple (n. c.)

EXERCISE 2.

Write correctly (with capitals when the rule requires it), and describe the following:

1. Henry, home, hudson, hair, head, london, brooklyn, brook, albany, almonds, hope, thought, love, andes.
2. Write five proper nouns.

3. Write five common nouns.
- X 4. Write and describe five names of rivers.
5. Write and describe five names of stones.
6. Write and describe five names of particular persons.
7. Write and describe five names of things belonging to the head.
8. Write and describe five names of things made of iron. X
9. Write and describe five names of things made of glass. X
10. Write and describe five names of animals.
11. Write and describe five names of places.
12. Write and describe five names of coins.
13. Write and describe five names of plants.

EXERCISE 3.

Write correctly and describe the various nouns among the following :

- X 1. House, John, Hive, Harrow, About, Already, But, Alphonso, Albert, Hartford, Honey, Homer, Hamilton, Feeling, Thought.
2. There is room for improvement.
3. A sure road to fortune.
4. All wise men prepare for the future.
5. Contentment is happiness.
6. And why should Cæsar be a tyrant, then ?
7. You speak to Casca.
8. Here is a sick man that would speak with you.
9. By all the gods that Romans bow before, I here discard my sickness.
10. O, ye gods, render me worthy of this noble wife.
11. You have too courtly a wit for me.

LESSON III.

GENDER.

Gender of nouns is a distinction in regard to sex.

Names of males are **Masculine**. *Symbol m.*

Names of females are **Feminine**. *Symbol f.*

Names of things, neither male nor female, are **Neuter**.

Symbol nt.

Names of persons and animals that may be either male or female, are said to be of the **Common** gender. *Symbol* co.

EXAMPLES—*man* (n. c. m.), *woman* (n. c. f.), *Albany* (n. p. nt.), *hat* (n. c. nt.), *cousin* (n. c. co.), *parent* (n. c. co.), *enemy* (n. c. co.).

Gender is distinguished—

I. BY DIFFERENT WORDS ; as, father, mother.

II. BY PREFIXES ; as, he-wolf, she-wolf.

III. BY SUFFIXES ; as, priest, priestess.

Animals are sometimes spoken of as neuter.

EXERCISE 4.

Write correctly and describe like above examples the following :

1. Father, mother, henry, mary, boy, hunter, dog, horse, cow, ox, London.
2. Husband, wife, finger, fun, book, Charles, lion, uncle, aunt, king, cousin, parent, animal, child, colt, calf.
3. Top, doll, virtue, Hudson, farmer, teacher, bird, niece, duck, goose, nephew, friend, enemy, home.
4. Write five feminine proper nouns.
5. Write five masculine proper nouns.
6. Write five masculine common nouns.
7. Write five neuter proper nouns.
8. Write five neuter common nouns. ✓
9. Write five nouns of the common gender.
10. Write five feminine common nouns.
11. Write and describe five names of insects.

EXERCISE 5.

1. Write the *masculine* for the following : Aunt, sister, queen, lady, wife, mother, woman, niece, daughter, nun, goose.
2. The *feminine* for these : Papa, widower, prince, master, lad, poet, boy, priest, actor, heir, giant, duke, lion.
3. Write nouns for these symbols : (n. p. m.), (n. p. nt.), (n. c. m.), (n. p. f.), (n. c. f.), (n. c. nt.), (n. c. co.).
4. Write correctly and describe the *nouns* among the following :
Many men of many minds. My cousins John Taylor and

Mary Adams. The duty of a child to a parent. The king and queen and their friends.

5. Write a masculine and a feminine for each of these: Parent, child, friend, relative, wolf, goat, teacher, sovereign.

NOTE TO TEACHER.—Pupils should be required to use as large a number of words as possible. If a word is repeated in the same lesson unnecessarily, mark it as an error. Use every means to increase the pupils' vocabulary.

LESSON IV.

NUMBER.

Number shows whether *one*, or *more* than one is meant.

The **Singular Number** means *one* only.

The **Plural Number** means *more* than one, and is generally formed by adding *s* to the singular; as, book, books.

I. **Nouns** ending in *s*, *sh*, *ch* (not *k*), *x*, and *z*, form their plurals by adding *es*; as, gases, brushes, churches, hoaxes, frizes.

II. **Many nouns** ending in *o* after a consonant add *es* for the plural; as, cargo, cargoes; potato, potatoes.

III. **Final y** after a consonant is changed to *ies* for the plural; as, duty, duties; copy, copies; but valley, valleys.

IV. **Nouns** ending in *f* or *fe* preceded by a long vowel or "l," change *f* into *ves*; as, leaf, leaves; wolf, wolves. Words derived from the French generally add *s* for the plural. The same is true of some other words; as, chiefs, roofs, dwarfs.

V. A **few plurals** are formed by adding *en*; a few by a change of vowel; as, oxen, men, feet.

s. is the symbol for singular, and *pl.* for plural.

NOTE.—In writing the exercises the pupil is expected to have access to a dictionary.

EXERCISE 6.

1. Write plurals for the following: Glory, brush, lens, box, man, hoe, ax, bush, monarch, topaz, church.
2. Write the singular of these: Duties, vanities, colloquies, heroes, cargoes, negroes, potatoes, volcanoes.
3. Write plurals for the following: Play, joy, copy, mouse, tooth, goose, cow, brother, dress, door, cloud, penny.
4. Write the plural of the following: Ox, leaf, loaf, wife, life, beef, sheaf, thief, knife, canto, solo, calico.
5. Write both numbers of five things in the room.
6. Write both numbers of the names of five articles of dress.
7. Of five articles of food.
8. Of five names of trees.
9. Of five means of conveyance.
10. Of five names of coins.
11. Of five names of weapons.

EXERCISE 7.

1. Write nouns before the following symbols :
 (n. p. m. s.). (n. c. nt. pl.). (n. c. nt. s.). (n. c. co. pl.).
 (n. c. m. pl.). (n. p. nt. s.). (n. c. m. s.). (n. c. co. s.).
 (n. c. f. pl.). (n. c. f. s.).
2. Write symbols for the following nouns thus—man (n. c. m. s.):
 Sister, parents, book, fingers, thumb, church, box, horses, cousins, brother, John Quincy Adams.
3. Write the plural of the following: Belief, grief, chief, thief, brief, echo, handkerchief, mischief, staff, bay, alley, cherry, witch, dwarf, duchess, fife, fief.
4. Write the feminine of earl, duke, traitor, director, lion, patron, host, prince, negro, nephew, giant, monk.

LESSON V.**NUMBER—(Continued.)**

A few nouns, names of classes of people, form their plurals by adding *ry*; as, *tenantry*, *Irishry*.

Some nouns have both numbers alike; as, *sheep*, *swine*.

Many words retain the plural forms of the languages

from which they are derived; as, formulæ, radii, media, beaux.

Some nouns have two plurals of different meanings; as, pennies (a number of coins), pence (a sum of money).

A few nouns have a meaning in the plural different from that in the singular; as, good, goods; manner, manners.

Some nouns are used only in the plural; as, annals, victuals, tongs, scissors.

Some nouns have no plurals; such as names of materials and qualities, that do not take *a* or *an*.

The plural of COMPOUND NOUNS is formed by making the principal word plural; as, fathers-in-law, goings-out.

EXERCISE 8.

(Observe caution about the repetition of words.)

Write and describe the nouns among the following:

1. Windows, thought, though, camel, goat, Homer, hamilton, hope, park, trap, merchant, minister, monarchs, harmony, joy.
2. Write and describe five nouns—names of parts of the head.
3. Five nouns—names of things you like to eat. ✕
4. Five nouns—names of carpenters' tools.
5. Five nouns—names of means of conveyance.
6. Five nouns—names of plants.
7. Five nouns—names of farmers' tools.
8. Five nouns—names of objects of thought only.
9. Write five words for the symbol (n. p. m. s.).
10. Five for the symbol (n. c. m. s.).
11. Five for (n. p. f. s.)
12. Five for (n. c. f. s.).
13. Five for (n. c. nt. pl.).
14. Five for (n. c. m. pl.).
15. Five for (n. p. nt. s.).
16. Five for (n. c. f. pl.).
17. Five for (n. c. co. s.). ✕

EXERCISE 9.

1. Write the plural of yeoman, peasant, tenant.
2. Write five nouns that have the same form in both numbers.
3. Write the plural of datum, momentum, stratum, axis, analysis, focus, beau, cherub, phenomenon, basis, criterion, radius.

4. Write the two plurals for each of the following, and give the meaning of each: Penny, die, genius, brother, cloth.
5. Write five nouns that have no plural.
6. Write five nouns not used in the singular.
7. Write the plural of son-in-law, mother-in-law, man-of-war, spoonful, man-servant.
8. Write the feminine of king, hunter, governor, hero, host, Jew, tailor, prophet, lion.
9. Write the masculine of countess, duchess, goddess, duck, poetess, empress, giantess, heiress.
10. Write the plural of colloquy, monarch, tyro, solo, church, grief, strip, stripe.
11. Write the singular of men, women, geese, mice, oxen, loaves, thieves, calves, lice, grottoes.
12. Write and describe deer, sheep, trout, salmon, vermin, cannon, heathen, swine, grouse, teal.

EXERCISE 10.

Write the singular and the plural of the following :

1. Five names of bodies of water.
2. Five names of divisions of country.
3. Five names of public officers.
4. Five names of kinds of cloth.
5. Five names of articles worn upon the head.
6. Five names of things worn upon the feet.
7. Five names of farming implements.
8. Five names of kitchen utensils.
9. Five names of vessels for holding water.
10. Five names of parts of a tree.
11. Five names of forest trees.
12. Five names of articles of food.

EXERCISE 11.

Write the singular and the plural of the following :

1. Five names of parlor furniture.
2. Five names of parts of the body.
3. Five names of parts of a wagon.
4. Five names of things carried in the pocket.
5. Five names of masons' tools.
6. Five names of heating apparatus.
7. Five names of buildings.

8. Five names of men's garments.
 9. Five names of ladies' garments.
 10. Five names of parts of a house.
 11. Five names of foreign fruits.
 12. Five names of foreign nuts.
 13. Five names of garden vegetables.
-

LESSON VI.

PERSON.

Person distinguishes the *speaker*, the *person spoken to*, and the *person or thing spoken of*.

There are three persons.

The **First Person** denotes the speaker. *Symbol 1.*

The **Second Person** denotes the person spoken to.

Symbol 2.

The **Third Person** denotes the person or thing spoken of. *Symbol 3.*

Nouns are generally in the *Third Person*.

EXAMPLES.—James (n. p. m. s. 3), Jane (n. p. f. s. 3), stone (n. c. nt. s. 3).

EXERCISE 12.

1. Write and describe carpenter, vice, milliner, merchant, lens, New York, oxen, Homer, barley, snow, Andes, hope.
2. Write nouns for these symbols: (n. c. f. pl. 3), (n. c. m. s. 3), (n. c. nt. pl. 3), (n. c. nt. s. 3), (n. c. f. s. 3), (n. p. m. s. 3).
3. Write symbols, like *Examples* above, for these: Boy, Nathan, David, Mary, men, women, trees, negroes, girl, man.
4. Write the plural of these: Canto, hero, grotto, tyro, cargo, half, loaf, ox, house, louse, mouse, vanity.
5. Write the singular of these: Negroes, colloquies, glories, lenses, sheaves, thieves, knives, geese, kine.
6. Write the feminine of actor, Augustus, author, deacon, lion, negro, prince, priest, heir, tutor.
7. Write five nouns for the symbol (n. c. m. pl. 8).

8. Write five nouns for the symbol (n. c. f. pl. 3).
9. Write five nouns for the symbol (n. c. co. s. 3).
10. Write five nouns for the symbol (n. c. nt. pl. 3).

EXERCISE 13.

Write and describe the nouns among the following :

1. The smiling daisies blow beneath the sun.
2. We crossed the river by a bridge made of ropes.
3. I dare do all that may become a man.
4. We are such stuff as dreams are made of.
5. This is my own, my native land.
6. Mohammedans pray three times a day. ✕
7. This was a cheerful work.
8. The battle was very fierce.
9. Tyrants themselves wept when it was reported.
10. The curse my noble father laid on thee.
11. What is the matter ? Where have you hid yourself ?
12. This speech of yours hath moved me.
13. Foul whisperings are abroad.

LESSON VII.

CASE.

Case is the relation which nouns sustain to other words. It is sometimes indicated by inflection, but generally by the noun's position.

There are three cases : the *Nominative*, *Possessive*, and *Objective*.

When a noun is the subject of a sentence it is said to be in the *Nominative Case*. *Symbol* n.

When a noun is the object of a verb, or of a preposition, it is said to be in the *Objective Case*. *Symbol* o.

Nouns are not inflected for these two cases ; as, *John* (n. p. m. s. 3. n.) saw *James* (n. p. m. s. 3. o.). *James* (n. p. m. s. 3. n.) saw *John* (n. p. m. s. 3. o.).

The *Possessive Case* denotes possession or origin. It is formed by adding 's to the noun.

To plural nouns ending in *s*, only the apostrophe (') is added; as, man's virtue, men's troubles, boys' shoes, Moses's laws. *Symbol p.*

EXERCISE 14.

1. Write the possessive of John, Henry, king, sons.
2. Write the possessive singular and the possessive plural of lion, girl, brother, father.
3. Write the possessive of Thomas, James, Harkness, Moses.
4. Write the possessive feminine of lion, uncle, man, brother, father, emperor, heir, poet, king.
5. Write the possessive plural of wife, life, ox, fox, glory, bay, negro, lady, church, tyro, colloquy.
6. Write the possessive singular of men, women, girls, children, wolves, thieves, oxen, duties, cargoes, tomatoes.
7. Write the possessive masculine of niece, aunt, tigress, empress, bride, widow, goose, heroine.
8. Write the possessive singular and the plural possessive of lady, negro, mouse, lens, ox, wife, goose, day, dog.

EXERCISE 15.

Write symbols :

- | | | |
|-----------------------|----------------------|---------------------|
| 1. Mother's darlings. | 5. Wives' pleasures. | 9. Kings' palaces. |
| 2. Baby's fingers. | 6. Flies' noises. | 10. Men's boots. |
| 3. Man's hands. | 7. Fly's wing. | 11. Boys' shoes. |
| 4. Wife's home. | 8. Girls' talks. | 12. Ladies' gloves. |

Write nouns :

- | | |
|---|--|
| 1. (n. p. m. s. 3. p.) (n. c. f. s. 3.). | 7. (n. p. m. s. 3. p.) (n. c. nt. pl. 3.). |
| 2. (n. c. f. pl. 3. p.) (n. c. nt. pl. 3.). | 8. (n. p. f. s. 3. p.) (n. c. m. pl. 3.). |
| 3. (n. c. m. s. 3. p.) (n. c. nt. s. 3.). | 9. (n. p. f. s. 3. p.) (n. c. nt. pl. 3.). |
| 4. (n. c. co. s. 3. p.) (n. c. m. s. 3.). | 10. (n. c. f. pl. 3. p.) (n. c. m. pl. 3.). |
| 5. (n. c. f. s. 3. p.) (n. c. m. s. 3.). | 11. (n. c. m. pl. 3. p.) (n. c. co. pl. 3.). |
| 6. (n. p. f. s. 3. p.) (n. c. f. pl. 3.). | |

NOTE TO TEACHER.—This depends upon the care and attention with which the Exercises are written and corrected. In writing should be ~~checked~~, and the pupil should be required to correct them for future inspection. In writing Exercise 15, the pupil must produce from the first part a result like the second, and from the second, a result similar to the first, but with entirely ~~new~~ words. In writing symbols for single words and words for single symbols, let the word accompany the symbol, thus: She (ppr. f. s. 3. n.), me (ppr. co. s. 1. o.), boy (n. c. m. s. 3.).

LESSON VIII.

PRONOUNS.

A **Pronoun** is a word used instead of a noun.

The **Personal Pronouns** are *I, thou, or you; he, she, and it.*

I, of the *First Person*, and **You**, of the *Second Person*, are inflected for *Number* and *Case*. The **Pronouns** of the *Third Person* are inflected to denote *Gender, Number, and Case*.

INFLECTION OF PERSONAL PRONOUNS.

	Com. gen.		Com. gen.	
	Sing.	Plur.	Sing.	Plur.
Nom.	I,	we,	you,	you,
Pos.	{ my,	{ our,	{ your,	{ your,
	{ mine,	{ ours,	{ yours,	{ yours,
Ob.	me,	us.	you,	you.

	Mas. gen.		Fem. gen.		Neut. gen.	
	Sing.	Plur.	Sing.	Plur.	Sing.	Plur.
Nom.	he,	they,	she,	they,	it,	they,
Pos.	his,	{ their,	{ her,	{ their,	its,	{ their,
		{ theirs,	{ hers,	{ theirs,		{ theirs,
Ob.	him,	them.	her,	them.	it,	them.

Mine, ours, yours, hers, and theirs are never used before nouns. They are equivalent to the Possessive and its noun; as, *His book and mine (my book).* ppr. = Personal Pronoun; as, *he (ppr. m. s. 3. n.).*

EXERCISE 16.

~~Write and describe nouns and pronouns:~~ ~~I, he, me, you, us, she, her, him, it.~~

Write and describe nouns and pronouns:

1. He is called Henry.
2. I, John, saw these things.
3. You can see me at his office.
4. I saw him speak to them.
5. They heard her mention it.
6. I, James, eat apples.
7. You can find your books if you look for them.
8. He saw them do it.
9. We think she is beautiful.

Write symbols :

- | | |
|-----------------------------|--------------------------------------|
| 1. My brother's book. | 8. Their books and ours. |
| 2. His teacher's desk. | 9. Her friend's slate and yours. |
| 3. Her friend's neighbor. | 10. John's brother's books and mine. |
| 4. Our employer's time. | 11. My business and yours. |
| 5. Their parents' wishes. | 12. Your mother's boy. |
| 6. Its growth. | 13. His father's success. |
| 7. Her companion's society. | |

EXERCISE 17.

Write phrases for these symbols :

1. (ppr. m. s. 3. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.).
2. (ppr. m. pl. 3. p.) (n. c. f. s. 3. p.) (n. c. nt. s. 3.).
3. (ppr. co. pl. 2. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.).
4. (ppr. co. s. 1. p.) (n. c. co. s. 3. p.) (n. c. f. s. 3.).
5. (ppr. f. s. 3. p.) (n. c. f. s. 3. p.) (n. c. co. pl. 3.).
6. (ppr. m. s. 3. p.) (n. c. nt. s. 3.) and (ppr. co. s. 1. p.).
7. (ppr. m. pl. 3. p.) (n. c. nt. pl. 3.) and (ppr. co. pl. 1. p.).
8. (ppr. co. pl. 1. p.) (n. c. co. pl. 3.) and (ppr. co. pl. 2. p.).
9. (ppr. f. s. 3. p.) (n. c. nt. pl. 3.) and (ppr. f. pl. 3. p.).
10. (ppr. m. s. 3. p.) (n. c. m. pl. 3.) and (ppr. f. s. 3. p.).

Write and describe nouns and pronouns :

11. You, boys, keep quiet.
12. Give me my books and keep yours.
13. You and John make too much noise for two boys.
14. John's book is on his cousin's desk at home.
15. The city of London is in England on the Thames.
16. Joseph and his brethren.
17. The difficulties of his position.

LESSON IX.

PRONOUNS—(Continued.)

THERE is an old, or poetic form of the Second Personal Pronoun, used in prayers and in poetry, and inflected thus :

	<i>Singular.</i>	<i>Plural.</i>
Nom.	Thou,	Ye,
Poss.	Thy, or thine,	Your, or yours,
Obj.	Thee.	You.

Reflexive and Emphatic Forms: *First Person*—Myself; ourselves. *Second Person*—Thyself, or yourself; yourselves. *Third Person*—Herself, himself, itself; themselves. These are used only in the *Nominative* and *Objective Cases*.

EXERCISE 18.

Write and describe nouns and pronouns :

1. Our return from his mother's house.
2. Our friends' success in their undertaking.
3. They came on behind John and me.
4. James has just come back from Boston.
5. Samuel and I went to town on Wednesday.
6. Our molasses was made from sap.
7. His father's success in the printing business.
8. The scissors are in my aunt's basket.
9. My cousin's manner of life.
10. He came to your city to find our friend's baggage.
11. Your early arrival at our house interfered with their plans.
12. On his return to his friend's house.
13. *Write the possessive plural of these :* House, tyro, man, cousin, wife, fly, ox, mouse, brother, thief, ax, wolf, monarch.

EXERCISE 19.**MODEL.**

My father's advice.

Symbols : (ppr. co. s. 1. p.) (n. c. m. s. 3 p.) (n. c. nt. s. 3.).

Write phrases for these symbols :

1. (ppr. m. s. 3. p.) (n. c. f. s. 3. p.) (n. c. f. s. 3.).
2. (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.).
3. (n. p. m. s. 3. p.) (n. c. f. s. 3.).
4. (n. p. f. s. 3. p.) (n. c. m. s. 3.).
5. (n. p. m. s. 3. p.) (n. c. nt. pl. 3.).
6. (ppr. co. pl. 1. p.) (n. c. co. pl. 3. p.) (n. c. nt. s. 3.).
7. (ppr. m. pl. 3. p.) (n. c. m. s. 3. p.) (n. c. nt. pl. 3.).
8. (ppr. f. s. 3. p.) (n. c. m. pl. 3. p.) (n. c. co. pl. 3.).
9. (ppr. co. pl. 2. p.) (n. c. m. pl. 3. p.) (n. c. nt. s. 3.).
10. (ppr. co. s. 2. p.) (n. c. nt. s. 3.).

Write pronouns for symbols :

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. (ppr. co. s. 1. n.). | 2. (ppr. co. s. 2. n.). | 3. (ppr. nt. s. 3. n.). |
| 4. (ppr. m. s. 3. n.). | 5. (ppr. m. s. 3. o.). | 6. (ppr. f. s. 3. n.). |

7. (ppr. nt. s. 3. p.). 8. (ppr. m. pl. 3. o.). 9. (ppr. f. s. 3. p.).
 10. (ppr. m. s. 3. p.). 11. (ppr. nt. pl. 3. p.).

Write symbols :

- | | |
|----------------------------|------------------------------------|
| 1. Your friends' business. | 4. My school-mate's sister's book. |
| 2. My mother's carriage. | |
| 3. His cousin's success. | 5. My brother's slate and yours. |

LESSON X.

ADJECTIVES.

AN **Adjective** is a word that describes or limits a noun; as, *Wise* man, *Much* trouble, *Four* days. *Symbol* (a.)

An **Adjective** derived from a proper noun is called a **Proper Adjective**; as, *Cuban* from Cuba, *Irish* from Ireland. *Symbol* (a. P.).

Two or more words, properly united, and without subject and predicate, make a *Phrase*; as, His father's idle servant; my business.

Phrases joined to nouns are **Adjective Phrases**; as, A man *of great wealth*.

EXERCISE 20.

Write the adjectives among the following : Black horse, but a strong man. Henry's pale face. A white though beautiful horse. Mellow, ugly, not, never.

Prefix adjectives to these nouns : Hill, road, pen, house, knife, book, man, desk, horse, ball, gun.

Annex nouns to these adjectives : Saucy, ugly, handsome, useful, honest, easy, comfortable, large, warm, Irish, French, Scotch.

Write symbols :

- | | |
|---|---------------------------------------|
| 1. Lame ducks. | 7. Our John's long, slim whip. |
| 2. My sore finger. | 8. Your old friend's long visit. |
| 3. Aurora, a beautiful village. | 9. Their only hope. |
| 4. Our new house. | 10. Her good mother's severe illness. |
| 5. My brother's elegant rooms. | 11. My father's prosperous life. |
| 6. His rich uncle's delightful residence. | 12. Good, ripe apples. |

EXERCISE 21.

Write phrases :

1. (ppr. co. s. 1. p.) (a.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.).
2. (ppr. co. pl. 1. p.) (n. p. m. s. 3. p.) (a.) (n. c. nt. s. 3.).
3. (ppr. m. s. 3. p.) (a.) (n. c. m. s. 3. p.) (a.) (n. c. f. s. 3.).
4. (ppr. f. s. 3. p.) (a.) (n. c. m. pl. 3. p.) (a.) (n. c. m. pl. 3.).
5. (ppr. co. s. 2. p.) (a.) (n. c. f. pl. 3. p.) (a.) (n. c. nt. pl. 3.).
6. (ppr. m. pl. 3. p.) (a.) (n. c. f. s. 3. p.) (a.) (n. c. nt. pl. 3.).
7. (ppr. co. pl. 2. p.) (a.) (n. c. f. s. 3. p.) (n. c. co. pl. 3.).
8. (a.) (a.) (n. c. nt. pl. 3.).
9. (a.) (n. c. m. pl. 3.).
10. (ppr. co. pl. 1. p.) (a.) (a.) (n. c. m. s. 3. p.) (n. c. nt. pl. 3.).
11. (ppr. co. s. 1. n.).
12. (ppr. m. s. 3. o.).
13. (ppr. co. s. 2. n.).
14. (ppr. m. s. 3. n.).
15. (ppr. m. pl. 3. n.).
16. (ppr. m. pl. 3. p.).
17. (ppr. f. s. 3. n.).
18. (ppr. co. pl. 2. p.).
19. (ppr. co. pl. 2. o.).
20. (ppr. nt. s. 3. n.).
21. (ppr. nt. s. 3. p.).
22. (ppr. nt. pl. 3. o.).
23. (pr. co. s. 1. p.).
24. (ppr. co. pl. 1. o.).
25. (ppr. co. s. 1. o.).
26. (ppr. co. s. 2. o.).
27. (ppr. co. s. 2. p.).
28. (ppr. co. s. 1. n.).
29. (ppr. co. s. 1. p.) (a.) (a.) (n. c. co. s. 3.).
30. (ppr. co. pl. 1. p.) (a.) (n. c. nt. pl. 3.).
31. (ppr. nt. s. 3. p.) (a.) (n. c. nt. pl. 3.).

LESSON XI.

ARTICLES.

THERE are two **Articles**. The *Definite Article* **The** points to something particularly. The *Indefinite Article* **A**, or **An**, means any one of a class. **A** is used before a consonant *sound*, and **An** before a vowel *sound*; as, *A* man, *an* ox. *Symbol* (art.).

Punctuation.—In a series of Adjectives belonging to the same noun, a comma must be placed after each Adjective, except the last; Adjectives in pairs take a comma

after each pair except the last ; as, A wise, brave man.
A wise and prudent, plain and honest man.

EXERCISE 22.

Write symbols :

1. The industrious mechanic's beautiful little boy.
2. A tall, old man.
3. His near neighbor's faithful dog.
4. Our brave generals' excellent troops.
5. My good friend's kind, indulgent mother.
6. Your honest gardener's frugal wife.
7. His encouraging prospects.
8. A large, happy family.
9. The destructive fire.
10. His unfortunate companion's miserable fate.
11. Its own good time.
12. Her great beauty.
13. The recent, severe storms.
14. The poor, painted queen.
15. An earnest advocate.
16. A clear, cold night.
17. My long, hard lesson.
18. *Prefix an Indefinite Article, as indicated by dashes :*

— honest merchant.	— tall tree.	— onion.
— useful man.	— cross.	— holy cross.
— tiresome journey.	— ape.	— urn.
— uplifted cross.	— united people.	— lion.

EXERCISE 23.

Write phrases :

1. (Art.) (a.) (a.) (n. c. nt. s. 3.).
2. (ppr. m. s. 3. p.) (a.) (n. c. m. s. 3. p.) (a.) (n. c. nt. s. 3.).
3. (ppr. co. pl. 1. p.) (a.) (a.) (n. c. nt. s. 3.).
4. (ppr. m. s. 3. p.) (a.) (a.) (n. c. nt. s. 3.).
5. (art.) (a.) (n. c. f. s. 3. p.) (a.) (n. c. m. s. 3.).
6. (ppr. co. s. 1. p.) (a.) (n. c. f. s. 3. p.) (a.) (n. c. m. s. 3.).
7. (ppr. co. pl. 1. p.) (a.) (n. c. m. s. 3. p.) (a.) (n. c. f. s. 3.).
8. (ppr. m. pl. 3. p.) (a.) (n. c. f. s. 3. p.) (a.) (n. c. m. pl. 3.).
9. (art.) (a.) (n. c. m. s. 3. p.) (a.) (a.) (n. c. m. s. 3. p.)
(n. c. nt. s. 3.).
10. (art.) (a.) (a.) (n. c. nt. s. 3.).
11. (ppr. m. s. 3. p.) (a.) (n. c. co. pl. 3.).
12. (ppr. nt. s. 3. p.) (n. c. nt. s. 3.).
13. (art.) (a.) (n. c. nt. s. 3.).
14. (ppr. m. pl. 3. p.) (a.) (n. c. nt. pl. 3.).
15. (ppr. f. pl. 3. p.) (a.) (n. c. nt. pl. 3.).
16. (ppr. nt. s. 3. p.) (a.) (n. c. nt. s. 3.).

- | | |
|---|---------------------------|
| 17. (ppr. co. s. 2. p.) (n. c. co. s. 3. p.) (a.) (n. c. f. pl. 3.). | |
| 18. (ppr. co. s. 1. p.) (a.) (n. c. co. pl. 3. p.) (a.) (n. c. co. pl. 3.). | |
| 19. (ppr. nt. pl. 3. o.). | 24. (ppr. f. pl. 3. p.). |
| 20. (ppr. m. pl. 3. o.). | 25. (ppr. nt. pl. 3. n.). |
| 21. (ppr. f. pl. 3. o.). | 26. (ppr. m. pl. 3. n.). |
| 22. (ppr. nt. pl. 3. p.). | 27. (ppr. f. pl. 3. n.). |
| 23. (ppr. m. pl. 3. p.). | 28. (ppr. nt. s. 3. p.). |

NOTE TO TEACHER.—In correcting Exercises, mark nouns and adjectives as errors, if they are used twice in the same Exercise. Mark all misspelled words and errors in punctuation, and require the pupil to correct them.

LESSON XII.

COMPARISON OF ADJECTIVES.

Adjectives that denote variable qualities, have three degrees of comparison, *Positive*, *Comparative*, and *Superlative*; as, wise, wiser, wisest.

The **Positive Degree** is the adjective in its simple form; as, good, wise. *Symbol* (a. p.). Example—*brave*, (a. p.).

The **Comparative Degree** describes as having more of a quality, and is formed by adding *r*, or *er*, to the *Positive*, and applies to two objects only. *Symbol*: (a. c.).

The **Superlative Degree** describes as having most of a quality, and is formed by adding *st*, or *est*, to the *Positive*. *Symbol*: *wisest* (a. s.).

Adjectives ending in **y** change *y* to *i* before adding *er* and *est*; as, happy, happier, happiest.

EXERCISE 24.

To be compared: Strong, brave, ugly, happy, firm, bold, pleasant, warm, hot, deep, high, rich, cold, short, nice, large, broad, shallow, muddy, dark.

Write and describe: Tallest, bigger, thick, truest, mad, plainest, smoother, strongest, lazier, lovelier.

Write symbols :

- | | |
|---------------------------------|------------------------------------|
| 1. An excellent lesson. | 8. My hardest lesson. |
| 2. My father's finest horse. | 9. Our obliging neighbor. |
| 3. The fisherman's longest rod. | 10. A great man's small faults. |
| 4. A smooth road. | 11. The poor laborer's sick child. |
| 5. A happier man. | |
| 6. A higher mountain. | 12. An eloquent preacher. |
| 7. The tallest tree. | 13. Her own misfortunes. |

EXERCISE 25.

(Nouns and adjectives not to be repeated.)

Write phrases :

1. (ppr. m. s. 3. p.) (a. p.) (n. c. m. s. 3. p.) (a. s.) (n. c. nt. s. 3.).
2. (art.) (a. s.) (n. c. m. s. 3.).
3. (art.) (a. s.) (n. c. nt. s. 3.).
4. (ppr. co. pl. 2. p.) (a. p.) (a. p.) (n. c. m. pl. 3.).
5. (ppr. m. pl. 3. p.) (a. s.) (n. c. nt. pl. 3.).
6. (ppr. co. pl. 1. p.) (a. p.) (n. c. co. s. 3. p.) (a. p.) (n. c. m. pl. 3.).
7. (art.) (a. c.) (n. c. nt. s. 3.).
8. (art.) (a. p.) (a. p.) (n. c. nt. s. 3.).
9. (a. p.) (a. p.) (n. c. nt. pl. 3.).
10. (ppr. f. s. 3. p.) (a. c.) (n. c. f. s. 3. p.) (a. p.) (n. c. nt. pl. 3.).
11. (ppr. f. pl. 3. p.) (a. p.) (n. c. m. pl. 3. p.) (n. c. nt. pl. 3.).
12. (ppr. nt. s. 3. p.) (a. s.) (n. c. nt. pl. 3.).
13. (art.) (a. p.) (n. c. f. s. 3.).
14. (art.) (a. s.) (n. c. m. pl. 3.).
15. (art.) (a. c.) (n. c. f. s. 3.).
16. (art.) (a. p.) (a. p.) (a. p.) (n. c. nt. s. 3.).
17. (ppr. co. s. 1. p.) (a. p.) (n. c. f. s. 3. p.) (a. p.) (n. c. nt. s. 3.).

LESSON XIII.

COMPARISON—(Continued.)

Some adjectives of *two syllables*, and all adjectives of three or more syllables, are compared by prefixing *more* for the *Comparative* and *most* for the *Superlative* ; as, cheerful, more cheerful, most cheerful.

The following are compared irregularly : Good, better, best. Well, better, best. Evil, worse, worst. Bad, worse, worst. Little, less, least. Many, more, most. Much, more, most. Far, farther, farthest. Near, nearer, nearest or next. Late, later, latest or last. Old, older or elder, oldest or eldest. Hind, hinder, hindermost. Up, upper, uppermost. Out, outer or utter, utmost.

EXERCISE 26.

Compare : Excellent, hopeful, comfortable, hot, sad, bad, good, sweet, universal, big, thick.

Write symbols :

1. Our young minister's brother's excellent wife.
2. Their thriving, most industrious clerk.
3. Her little sister's playful companions.
4. My old friend's last, perilous journey.
5. John Mason's earliest work.
6. Your most industrious father's disobedient son.
7. The great balloon's rapid flight.
8. Last Saturday's severe storm.
9. Mary's teacher's best friend.
10. His uncle's unfortunate experiment.
11. Their friend's troubles.
12. Harkness's excellent Latin grammar.
13. Dr. Whatley's celebrated daughter.
14. Charles Dickens's latest novel.

EXERCISE 27.

(Adjectives and nouns not to be repeated.)

Write phrases :

1. (ppr. co. s. 1. p.) (a. p.) (n. o. m. s. 3. p.) (a. p.) (n. c. nt. s. 3.).
2. (ppr. m. s. 3. p.) (a. p.) (n. c. f. s. 3. p.) (a. p.) (n. c. m. s. 3.).
3. (ppr. f. s. 3. p.) (a. p.) (n. c. f. pl. 3. p.) (a. s.) (n. c. f. s. 3.).
4. (ppr. co. s. 2. p.) (a. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. m. pl. 3.).
5. (ppr. f. pl. 3. p.) (a. p.) (n. c. nt. s. 3.).
6. (art.) (a. s.) (n. c. m. s. 3.).
7. (art.) (a. c.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.).

8. (art.) (a. p.) (a. p.) (a. s.) (n. c. m. s. 3.).
9. (a. s.) (n. c. nt. pl. 3.).
10. (art.) (a. c.) (a. c.) (n. c. nt. s. 3.).
11. (n. p. m. s. 3. p.) (a. p.) (a. p.) (n. c. nt. s. 3.).
12. (n. p. f. s. 3. p.) (a. p.) (a. s.) (n. c. m. s. 3.).
13. (art.) (a. p.) (a. s.) (n. c. f. s. 3.).
14. (art.) (a. s.) & (a. s.) (n. c. nt. s. 3.).
15. (n. p. f. s. 3. p.) (a. s.) & (a. s.) (n. c. nt. s. 3.).
16. (ppr. m. s. 3. p.) (a. p.) (n. c. co. s. 3. p.) (a. p.) (n. c. nt. s. 3.).
17. (ppr. co. s. 2. p.) (a. p.) (n. c. m. s. 3.) & (ppr. co. s. 1. p.).

LESSON XIV.

PREPOSITIONS.

A **Preposition** is a word of relation, placed before a noun, and connecting it with some other word. The noun following a preposition is in the Objective Case ; as, The book on the *table*.

The word that answers a question formed by placing "what?" after the preposition, is the *Object*. The word that answers a question with "what" *before* the preposition, is the word with which the object is linked ; as, A man of honor. A man of what? *Honor*: the object. What of honor? *Man*.

A **Preposition** and its object make a **Phrase**.
Phrase qualifying a noun is an **Adjective Phrase** ;
 A man *of honor*. A house *of stone*.

Several Phrases may be united by Prepositions:
The march of the army of the Potomac through the State of Virginia.

The following are the more common Prepositions :
 Of, in, by, with, from, for, at, to, into, through, up, upon, under, above, after, before, over.

NOTE.—As Prepositions are written in full, they can be readily learned by observing what words are not described by symbols.

EXERCISE 28.*Write symbols :*

1. A few doors from the store with a large, gilt sign under the window.
2. On my way to the city of Troy.
3. A long lesson in John's little book.
4. His father's money in the bank at Rome.
5. A large house in a beautiful section of the country.
6. The poor sawyer's lunch in old grizzly's capacious mouth.
7. The best farm in the county.
8. Snow on the top of yonder hills.
9. The nearest road to our house.
10. The largest tree in our garden.
11. On pain of their perpetual displeasure.
12. On the battlements of yonder tower.

NOTE TO THE TEACHER.—As an oral exercise, require the pupils to ask and answer questions with *what* before and with *what* after the prepositions in the phrases of each lesson.

EXERCISE 29.*Write phrases :*

1. (art.) (a. s.) (n. c. nt. s. 3.) in (n. p. m. s. 3. p.) (n. c. nt. s. 3. o.).
2. (art.) (n. c. nt. s. 3.) in (n. c. nt. s. 3. o.).
3. (ppr. m. s. 3. p.) (a. s.) (n. c. nt. s. 3.) on (art.) (n. p. nt. s. 3. o.).
4. (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3.) in (art.) (n. c. nt. s. 3. o.).
5. (art.) (n. c. nt. s. 3.) for (art.) (a. p.) (a. p.) (n. c. m. s. 3. o.).
6. (ppr. co. pl. 1. p.) (a. s.) (n. c. nt. s. 3.).
7. (art.) (a. s.) (n. c. m. s. 3.) in (ppr. co. pl. 1. p.) (n. c. nt. s. 3. o.).
8. (art.) (n. c. nt. s. 3.) from (n. p. nt. s. 3. o.) to (n. p. nt. s. 3. o.).
9. (art.) (a. p.) (n. c. nt. s. 3.) in (art.) (n. c. nt. s. 3. o.).
10. (art.) (a. p.) (a. p.) (n. c. nt. s. 3.) of (n. c. nt. s. 3. o.) after (n. c. nt. s. 3. o.).
11. (art.) (a. s.) (n. c. nt. s. 3.) for (art.) (a. p.) (n. c. nt. s. 3. o.).
12. (art.) (a. p.) (n. c. nt. s. 3.) of (n. p. m. s. 3. o.).
13. (art.) (a. p.) (n. c. nt. s. 3.) in (ppr. co. s. 1. p.) (a. p.) (n. c. nt. s. 3.).
14. (art.) (n. c. nt. pl. 3.) of (art.) (a. p.) (n. c. m. s. 3. o.).

REVIEW QUESTIONS.—What is a noun? Proper noun? Common noun? The gender? Feminine? Neuter? Common gender? Symbol for each? Gender distinguished?

LESSON XV.

PREPOSITIONS—(Continued.)

THE following words also are prepositions: About, across, after, against, along, amid, amidst, behind, below, beneath, beside, besides, betwixt, beyond, despite, concerning, down, during, except, excepting.

EXERCISE 30.

1. A long train of cars on a high bridge over a deep ravine.
2. Inquiries concerning the farmer's lost dog.
3. On my table in the parlor across the long hall.
4. A tall tree before a fine house on Grand street.
5. A long lesson in History besides several problems in Algebra.
6. During the recent fire in Chicago.
7. A great deal of trouble for nothing.
8. My good friend's excellent prospects of success.
9. Beneath a large tree in my father's garden.
10. Our friend's labors in a wider field.
11. A story about the little church round the corner.
12. A ride along the bank of the river.
13. The duties of his new position.
14. The ghostly old barn with its weather-stained frame.
15. The net-work of light from the knot-holes and chinks.

EXERCISE 31.

Write phrases :

1. Under (art.) (a. p.) (n. c. nt. s. 3. o.) of (art.) (a. p.) (n. c. m. s. 3. o.).
2. Before (art.) (n. c. nt. s. 3. o.) of (art.) (a. s.) (n. c. nt. s. 3. o.).
3. Amid (art.) (n. c. nt. pl. 3. o.) of (a. p.) (n. c. m. pl. 3. o.).
4. (art.) (a. p.) (n. c. m. s. 3.) of (art.) (a. p.) (n. c. nt. s. 3. o.).
5. (art.) (n. c. nt. s. 3.) by (art.) (a. p.) (n. c. m. s. 3. o.).
6. On (art.) (n. c. nt. s. 3. o.) of (n. p. m. s. 3. o.) at (n. p. nt. s. 3. o.).
7. (art.) (n. c. m. pl. 3.) of (art.) (a. p.) (n. c. nt. s. 3. o.).
8. (art.) (n. c. nt. pl. 3.) on (art.) (a. p.) (n. c. nt. s. 3. o.).

REVIEW QUESTIONS.—What is number? Define each. How do nouns form their plural? Where is *es* added? Rule for final *y*? For nouns in *f* or *fe*? Of what person are nouns?

9. (art.) (a. p.) (n. c. nt. s. 3.) for (art.) (n. c. nt. s. 3. o.) of (n. c. nt. pl. 3. o.).
10. (art.) (n. c. nt. s. 3.) between (ppr. co. s. 2. o.) & (ppr. co. s. 1. o.).
11. (ppr. m. s. 3. p.) (a. p.) (n. c. co. s. 3. p.) (n. c. nt. s. 3.) in (n. c. nt. s. 3. o.).
12. (art.) (a. s.) (n. c. nt. s. 3.) in (art.) (n. c. nt. s. 3. o.) of (n. p. m. s. 3. o.).
13. On (ppr. co. s. 1. p.) (a. p.) (n. c. nt. s. 3. o.) to (art.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.).
14. Among (art.) (a. p.) (n. c. nt. pl. 3. o.) of (art.) (n. c. nt. s. 3. o.) in (n. p. nt. s. 3. o.).
15. (art.) (n. c. nt. pl. 3.) of (art.) (n. c. nt. s. 3. o.) upon (art.) (n. c. nt. s. 3. o.) of (art.) (n. c. nt. s. 3. o.).
16. (art.) (a. p.) (n. c. nt. s. 3.) of (n. p. m. s. 3. p.) (n. c. nt. pl. 3. o.) in (n. p. nt. s. 3. o.).

LESSON XVI.

Numeral Adjectives express number. They are either Cardinal or Ordinal.

Cardinal Adjectives denote how many ; as, two, three, etc. *Symbol* (car.).

Ordinal Adjectives denote which ; as, First, Third. *Symbol* (ord.).

EXERCISE 32.

Write Ordinals for the numbers : 4, 5, 6, 8, 9, 11, 12, 13, 15, 19, 28, 37, 65, 44.

Write Cardinals for these : 1, 3, 2, 7, 9, 10, 14, 16, 17, 18, 23, 29, 33, 55, 77, 886, 885.

Write symbols :

1. On the fourth day of the ninth month of his eighteenth year.
2. Four boys in two boats on the Hudson on the tenth day of October.
3. The ninth problem on the eighty-first page of Felter's Arithmetic.

REVIEW QUESTIONS.—What is a Pronoun ? Decline the pronoun of the First Person. Of the Second Person. Of the Third Person masculine gender. Feminine gender. Neuter gender.

4. In the sixteenth year of his age.
5. Nine blackbirds in one pie.
6. Despite the efforts of ten strong men.
7. Along the left bank of the river.
8. The difference between a rich poor man and a poor rich man.
9. The first day of the month.
10. The last four years of his faithful friend's life.
11. A perilous journey of three hundred miles, through a trackless forest, in the dead of winter.
12. The borders of a little grove of palms.
13. An open space in the middle of the forest.

EXERCISE 33.*Write phrases :*

1. (art.) (a. p.) (n. c. nt. s. 3.) of (art.) (a. p.) (a. p.) (n. c. nt. s. 3. o.) in (art.) (n. c. nt. s. 3. o.).
2. (car.) (a. p.) (a. p.) (n. c. nt. pl. 3.) in (n. p. m. s. 3. p.) (n. c. nt. s. 3. o.) at (n. p. nt. s. 3. o.).
3. (art.) (a. p.) (n. c. nt. s. 3.) on (art.) (a. p.) (n. c. nt. s. 3. o.) near (art.) (n. c. nt. s. 3. o.).
4. During (art.) (n. c. nt. s. 3. o.) on (n. p. nt. s. 3. o.) (art.) (ord.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.).
5. (car.) (a. p.) (a. s.) (n. c. nt. pl. 3.) in (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. o.).
6. (car.) (a. p.) (n. c. m. pl. 3.) in (art.) (n. c. nt. s. 3. o.) of (ppr. co. s. 1. p.) (n. c. m. s. 3. o.).
7. (art.) (ord.) (n. c. nt. s. 3.) upon (art.) (n. c. nt. s. 3. o.) of (art.) (a. s.) (n. c. m. s. 3. o.).
8. (art.) (n. c. nt. pl. 3.) in (art.) (n. c. nt. s. 3. o.).
9. (art.) (n. c. nt. s. 3.) of (ppr. co. pl. 1. p.) (n. c. nt. s. 3. o.) after (art.) (a. p.) (n. c. nt. s. 3. o.).
10. (ppr. m. s. 3. p.) (ord.) (n. c. nt. s. 3.) across (art.) (n. p. nt. s. 3. o.).
11. Beneath (art.) (a. p.) (n. c. nt. pl. 3. o.) of (art.) (a. p.) (n. c. nt. s. 3. o.).
12. Amongst (art.) (n. c. nt. pl. 3. o.) of (ppr. m. s. 3. p.) (a. p.) (n. c. nt. s. 3. o.) in (art.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.).
13. (ppr. co. s. 1. p.) (a. p.) (n. c. nt. pl. 3. o.) in (art.) (a. p.) (n. c. nt. s. 3. o.) of (a. p.) (n. c. co. pl. 3. o.).

REVIEW QUESTIONS.—What Gender is I ? Me ? You ? She ? Him ? Her ? They ? Your ? Us ? My ? Them ? His ? It ? Its ? Yours ?

LESSON XVII.

I. AN **Adjective** may often be changed into a *Phrase*; as, *A stone house* means—*A house of stone*. *A silk purse* means—*A purse of silk*.

II. A **Phrase** may be used instead of the Possessive Case; as, *John's friend* means—*The friend of John*. *A friend of John's* means—*One of the friends of John*. *The summer's heat* means—*The heat of the summer*.

EXERCISE 34.

Change italicized words into phrases :

- | | |
|---|---|
| 1. A <i>flowery</i> bed. | 17. The poor, old <i>man's</i> weary life. |
| 2. <i>Sensible</i> men. | 18. The gentleman's <i>friend's</i> father. |
| 3. A <i>historical</i> lecture. | 19. The <i>wealthy</i> merchant's daughter. |
| 4. A <i>gold</i> pen. | 20. <i>Boys'</i> games. |
| 5. A <i>happy</i> life. | 21. <i>Children's</i> sports. |
| 6. A <i>sea-side</i> cottage. | 22. A <i>dangerous</i> course. |
| 7. A <i>long-white-bearded</i> man. | 23. <i>My</i> letter. |
| 8. An <i>interesting</i> subject. | 24. <i>His</i> work. |
| 9. The <i>winter's</i> cold. | 25. The <i>Swiss</i> people. |
| 10. <i>My friend's</i> troubles. | 26. The <i>German</i> customs. |
| 11. <i>My life's</i> trials. | 27. The <i>Scottish</i> scenery. |
| 12. The <i>flower's</i> beauty. | 28. The <i>Irish</i> bogs. |
| 13. A <i>sleepless</i> night. | 29. <i>Japanese</i> jugglers. |
| 14. A <i>responsible</i> position. | 30. The <i>Spanish</i> legends. |
| 15. <i>George Washington's</i> eventful life. | |
| 16. Four <i>days'</i> work. | |

EXERCISE 35.

Write phrases :

- (art.) (n. c. nt. s. 3.) of (art.) (ord.) (n. c. nt. s. 3. o.).
- In (art.) (ord.) (n. c. nt. s. 3. o.) of (ppr. m. s. 3. p.) (a. p.) (n. c. nt. s. 3.).
- (art.) (a. s.) (n. c. m. s. 3.) of (art.) (a. p.) (n. c. nt. s. 3. o.) of (car.) (n. c. m. pl. 3. o.) & (car.) (n. c. f. pl. 3. o.).

REVIEW QUESTIONS.—What Case is me? Him? He? I? My? Our? We? You? Yours? Them? Her? They? Their? It? His? She?

4. (art.) (a. p.) (n. c. nt. s. 3.) to (n. c. nt. s. 3. o.).
5. (ppr. m. s. 3. p.) (n. c. nt. pl. 3.) in (art.) (n. c. nt. s. 3. o.) of (n. c. nt. s. 3. o.).
6. (ppr. m. s. 3. p.) (ord.) (n. c. nt. s. 3.) in (n. c. nt. s. 3. o.).
7. (art.) (a. p.) (n. c. m. s. 3.) of (car.) (n. c. m. pl. 3. o.).
8. Upon (ppr. co. s. 1. p.) (n. c. nt. pl. 3. o.) in (art.) (n. c. nt. s. 3. o.) of (a. p.) (n. c. nt. s. 3. o.).
9. (art.) (n. c. nt. s. 3.) of (n. c. nt. pl. 3. o.) by (n. p. m. s. 3. o.).
10. (art.) (a. p.) (n. c. nt. s. 3.) on (art.) (a. p.) (n. c. nt. s. 3. o.) by (art.) (a. s.) (n. c. m. s. 3. o.).
11. (n. p. m. s. 3. p.) (n. c. nt. s. 3.) for (ppr. m. s. 3. p.) (a. p.) (n. c. nt. s. 3. o.) of (a. p.) (n. c. nt. pl. 3. o.).
12. On (ppr. co. s. 1. p.) (n. c. nt. s. 3. o.) from (art.) (a. p.) (n. c. nt. s. 3. o.) to (n. p. nt. s. 3. o.).
13. (car.) (a. p.) (n. c. nt. pl. 3.) in (art.) (ord.) (n. c. nt. s. 3. o.).
14. (car.) (a. p.) (n. c. nt. pl. 3.) in (car.) (n. c. nt. s. 3. o.).

LESSON XVIII.

I. THE **meaning** of an Adjective Phrase may often be expressed by an Adjective ; as, A rod *of iron* means—An *iron* rod. A house *of wood*—A *wooden* house.

II. A **noun in the Possessive Case** may be used instead of a Phrase ; as, The bank *of the river* means—The *river's* bank. The character *of the man*—The *man's* character.

EXERCISE 36.

Change italicized phrases into adjectives :

- | | |
|----------------------------------|--|
| 1. A bed <i>of feathers</i> . | 7. A voyage <i>over the sea</i> . |
| 2. A man <i>of prudence</i> . | 8. A year <i>of prosperity</i> . |
| 3. A book <i>for reference</i> . | 9. A workman <i>of great skill</i> . |
| 4. A work <i>of difficulty</i> . | 10. A man <i>of learning</i> . |
| 5. Men <i>of sense</i> . | 11. A journey <i>of great length</i> . |
| 6. A hunt <i>for bears</i> . | 12. A lake <i>among the Alps</i> . |

REVIEW QUESTIONS.—How many Cases are there ? Define each. How is the possessive singular formed ? Possessive plural ? How should Proper Nouns be written ? How should each phrase of the Exercise begin ?

- | | |
|-------------------------------|-------------------------------------|
| 13. A watch from Switzerland. | 17. Ladies of wealth in Japan. |
| 14. The rebellion in Cuba. | 18. The latest fashions from Paris. |
| 15. The government of Russia. | 19. The inhabitants of Troy. |
| 16. The dykes in Holland. | |

Change italicized phrases into the Possessive Case :

- | | |
|-----------------------------------|--|
| 20. The works of Charles Dickens. | 23. The decision of the judge. |
| 21. The wealth of the nation. | 24. The course of lectures on history by Mr. Froude. |
| 22. The death of Abraham Lincoln. | 25. A new book by Mr. Collins. |
| | 26. A teacher of French. |

EXERCISE 37.

Write phrases :

- (art.) (ord.) (n. c. nt. s. 3.) of (art.) (n. c. nt. s. 3. o.).
- (n. p. m. s. 3. p.) (a. s.) (n. c. nt. s. 3.) on (art.) (n. c. nt. s. 3. o.) of (art.) (n. c. nt. s. 3. o.).
- (art.) (n. c. nt. s. 3.) of (art.) (a. p.) (n. c. m. s. 3. p.) (a. s.) (n. c. m. s. 3. o.) to (art.) (n. c. f. s. 3. o.) of (art.) (a. p.) (n. c. m. s. 3. o.).
- (ppr. co. s. 1. p.) (n. c. nt. pl. 3.) in (art.) (n. c. nt. s. 3. o.) of (n. c. nt. s. 3. o.).
- (art.) (a. p.) (n. c. nt. s. 3.) on (art.) (ord.) (n. c. nt. s. 3. o.) of (art.) (a. p.) (n. c. nt. s. 3. o.).
- (n. p. m. s. 3. p.) (a. p.) (n. c. nt. s. 3.) of (ppr. m. s. 3. p.) (a. p.) (n. c. f. s. 3. o.).
- (art.) (a. s.) (n. c. nt. s. 3.) in (art.) (n. c. nt. s. 3. o.) for (art.) (a. p.) (n. c. m. s. 3. o.).
- (art.) (n. c. nt. pl. 3.) of (art.) (a. p.) (a. p.) (n. c. m. s. 3. o.).
- (art.) (n. c. nt. s. 3.) of (art.) (a. p.) (n. c. nt. s. 3. o.) by (n. c. nt. s. 3. o.).
- (art.) (a. p.) (n. c. nt. s. 3.) in (art.) (n. c. nt. s. 3. o.) of (art.) (a. p.) (n. c. nt. s. 3. o.).
- (art.) (a. s.) (car.) (n. c. nt. pl. 3.) of (ppr. m. s. 3. p.) (a. p.) (n. c. co. s. 3. p.) (n. c. nt. s. 3. o.).
- (art.) (n. c. nt. s. 3.) about (art.) (a. p.) (a. p.) (n. c. nt. s. 3. o.) in (art.) (a. p.) (a. p.) (n. c. nt. s. 3. o.).
- (n. p. f. s. 3. p.) (a. s.) (n. c. f. pl. 3.) at (n. c. nt. s. 3. o.) in (art.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.).

REVIEW QUESTIONS.—What is an Adjective ? Proper Adjective ? Phrase ? Adjective Phrase ? Symbol for Proper Adjective ? What proper adjective is derived from the noun Ireland ? Switzerland ? Holland ? Cuba ? France ?

LESSON XIX.

DEMONSTRATIVES.

Demonstratives point out particular objects. When placed before nouns they are called *Demonstrative Adjectives*. The symbol then is simply (dem.). When used alone they are called *Demonstrative Pronouns*, and the symbol must indicate their gender, number, and case. The Demonstratives are: *This*—plur. *These* (meaning near at hand). *That*—plur. *Those* (meaning far off). *Former* and *Latter* (applied to only two objects), *Same*, *So*, *Such*.

EXAMPLE.—*Such* a man as *that*. Symbols: (dem.) (art.) (n. c. m. s. 3.) as (dem. m. s. 3.).

EXERCISE 38.

Write symbols :

1. Three houses in a pleasant street of a thriving city.
2. Those men in that store on the corner.
3. That handsome book in John's hand.
4. The former of these men in the latter part of his speech.
5. A more difficult problem in the same lesson.
6. My previous remarks to you about that.
7. A peculiar fondness for that kind of reading.
8. On the look-out for this.
9. Such harmony in immortal souls.
10. His disinterested efforts in behalf of such.
11. The former's meanness in his dealings with the latter.
12. These two largest, finest melons.
13. Those four ugly boys in the station-house.
14. Three cold days in the same week.
15. The first scholar in that large class.

EXERCISE 39.

Write phrases :

1. (art.) (a. p.) (n. c. nt. s. 3.) for (art.) (a. p.) (a. p.) (n. c. m. s. 3. o.)
in (dem.) (n. c. nt. s. 3. o.).
2. (car.) (a. p.) (n. c. nt. pl. 3.) in (art.) (dem.) (n. c. nt. s. 3. o.).

REVIEW QUESTIONS.—How many degrees of Comparison? Name them. Define each. How are they formed? Rule for final *y* before *er*? Compare good, evil, bad, little, many, much, far, near, hopeful, big.

3. (dem.) (a. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. nt. s. 3.).
4. (art.) (a. c.) (n. c. nt. s. 3.) in (art.) (dem.) (n. c. nt. s. 3. o.).
5. (dem.) (a. p.) (n. c. m. s. 3.) of (n. c. nt. pl. 3. o.) for (n. c. m. pl. 3. o.).
6. (dem.) (n. c. m. pl. 3.) on (art.) (n. c. nt. s. 3. o.) of (art.) (n. c. nt. s. 3. o.).
7. (dem.) (n. c. nt. s. 3.) on (art.) (a. p.) (n. c. nt. s. 3. o.) of (n. c. m. pl. 3. o.).
8. (art.) (dem. m. s. 3.) of (dem.) (car.) (n. c. m. pl. 3. o.).
9. On (art.) (n. c. nt. s. 3. o.) for (dem. nt. s. 3. o.).
10. (car.) (a. p.) (n. c. f. pl. 3.) in (dem.) (a. p.) (a. p.) (n. c. nt. s. 3. o.).
11. (car.) (n. c. m. pl. 3.) in (art.) (dem.) (n. c. nt. s. 3. o.) on (art.) (ord.) (n. c. nt. s. 3. o.).
12. (art.) (dem. m. s. 3.) of (dem.) (car.) (n. c. m. pl. 3. o.).
13. (dem.) (n. c. m. s. 3.) with (art.) (a. p.) (n. c. nt. s. 3. o.) in (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.).
14. (art.) (n. c. nt. s. 3.) of (a. p.) (n. c. nt. s. 3. o.) among (ppr. co. pl. 1. p.) (a. p.) (n. c. co. pl. 3. o.).

LESSON XX.

INDEFINITES.

Indefinites point to objects indefinitely. They are the following:

Some—meaning a *certain* portion either in number or in quantity.

One—meaning any person.

None—no one.

All—including universally.

Any—one of a number, but no particular one.

Whole—means total, and is opposed to some.

Other—excludes one or more.

Another—the second of two.

REVIEW QUESTIONS.—What is the masculine of niece? aunt? nun? lady? queen? sister? The feminine of prince? priest? heir? giant? lion? duke? Gender of ant? parent? child? friend? sovereign? bee? fly?

Several—an indefinite small number.

Few—not many. *Both*—two at a time.

Many denotes number ; but not any one number.

Much—a great but indefinite quantity.

When placed before nouns *Indefinites* are adjective, and the symbol is simply (ind.).

When used alone they are pronouns, and the symbol must indicate their gender, number, person, and case; as, Few men among many : (ind.) (n. c. m. pl. 3.) among (ind. m. pl. 3. o.).

EXERCISE 40.

Write symbols :

1. On that night of the second day of her widowhood.
2. A few fine days in the early part of Spring.
3. A sure road to fortune for any industrious man.
4. Whole races of men on the African coast.
5. Many good books in my father's library.
6. All idle people in trouble from want of work.
7. A place of safety for all.
8. Hatred for none.
9. From his carriage to that of the general.
10. Such anxiety for one's friends.
11. The good of all in the inconvenience of a few.
12. Much sickness in another place.
13. Several small boys in such company.
14. Other people's business.
15. His success in the several branches of his trade.
16. No other artist in the whole city.
17. Many men of many minds.

EXERCISE 41.

Write phrases :

1. (art.) (a. s.) (n. c. nt. s. 3.) in (art.) (ind.) (n. c. nt. s. 3. o.).
2. (art.) (a. p.) (a. p.) (n. c. m. s. 3.) in (ind.) (dem.) (n. c. nt. s. 3. o.).
3. (ind.) (a. p.) (n. c. nt. pl. 3.) at (art.) (n. c. nt. s. 3. o.).
4. (ind. m. s. 3.) of (art.) (a. s.) (n. c. m. pl. 3. o.) in (art.) (ind.) (n. c. nt. s. 3. o.).

REVIEW QUESTIONS.—What is a Preposition ? What is joined to a preposition to make a phrase ? What is an Adjective Phrase ? How may a compound phrase be formed ? Name some of the more common prepositions.

5. (ind.) (n. c. nt. pl. 3.) of (art.) (dem.) (n. c. nt. s. 3. o.).
3. (ind.) (n. c. nt. s. 3.) to (art.) (n. c. co. pl. 3. o.) in (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.).
7. (ind.) (n. c. m. pl. 3.) of (ind.) (n. c. nt. s. 3. o.).
8. (art.) (ind.) (a. p.) (n. c. m. pl. 3.) in (ind.) (dem.) (a. p.) (n. c. nt. s. 3. o.).
9. (ind.) (n. c. f. s. 3.) of (art.) (a. p.) (n. c. nt. s. 3. o.) of (n. c. nt. s. 3. o.).
10. (ppr. m. s. 3. p.) (n. c. nt. s. 3.) of (ind.) (n. c. nt. pl. 3. o.) of (n. c. m. pl. 3. o.).
11. (ind.) (dem.) (a. p.) (n. c. m. pl. 3.) of (a. p.) (n. c. nt. s. 3. o.).

LESSON XXI.

DISTRIBUTIVES.

Distributives point out objects to be taken singly. They are: *Each*—two or more taken separately. *Every*—all taken separately. *Either*—one of two. *Neither*—none of two. *Symbol* (dis.).

Reciprocals are reciprocally related. They are *Each other* and *One another*. *Symbol* (rec.).

Distributives and *Reciprocals*, like *Demonstratives* and *Indefinites*, may, for the most part, be used as either adjectives or as pronouns. When used alone they are pronouns, and require in addition to their regular symbols the symbols for *gender*, *number*, *person*, and *case*; as, A few reasons for each of these: (art.) (ind.) (n. c. nt. pl. 3.) for (dis. nt. s. 3. o.) of (dem. nt. pl. 3. o.).

EXERCISE 42.

Write symbols:

1. The attention of every citizen of this young, busy country.
2. Each of those four books on my table in that dreary room on the third floor.

REVIEW QUESTIONS.—What is a Demonstrative? Name them. Define Cardinal Adjectives. Ordinal. *This* and *That* are how used? *Former* and *Latter*? Name the *Indefinites*. Symbol for Demonstrative Adjective? For Dem. Pronoun?

3. Each man's desire for the greatest good to all.
4. Every man's hand against his fellow.
5. The dangers of such a life of idleness.
6. The destruction of a great number of fine buildings in that terrible fire in Chicago.
7. An accurate census of the number of inhabitants of this province.
8. Some sinister design of British tyranny.
9. The same want of preparation in all his speeches.
10. That simple remedy for all our ills.
11. Trees on either side of the road, houses on neither.
12. Those boys' love for each other.
13. The whole distance from one point to another.
14. Many ways for the accomplishment of the same object.

EXERCISE 43.*Write phrases:*

1. (ppr. m. s. 3. p.) (ord.) (n. c. nt. s. 3.) across (art.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.).
2. (art.) (a. p.) (n. c. nt. s. 3.) for (art.) (n. c. m. s. 3. o.) at (dem.) (n. c. nt. s. 3. o.) of (n. c. nt. s. 3. o.).
3. (ind.) (n. c. nt. s. 3.) of (n. c. nt. s. 3. o.) from (art.) (n. c. nt. pl. 3. o.) of (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.).
4. (art.) (n. c. nt. s. 3.) of (dis.) (n. c. m. s. 3. o.) in (art.) (n. c. nt. s. 3. o.).
5. (art.) (n. c. nt. s. 3.) of (art.) (n. c. nt. s. 3. o.) through (art.) (n. c. nt. s. 3. o.) of (dem.) (a. p.) (n. c. nt. s. 3. o.).
6. (car.) (n. c. nt. pl. 3.) on (dis.) (n. c. nt. s. 3. o.) of (art.) (n. c. nt. s. 3. o.).
7. (art.) (n. c. nt. s. 3.) of (n. c. co. pl. 3. o.) for (rec. co. s. 3. o.).
8. (dem.) (a. p.) (n. c. nt. s. 3.) of (art.) (a. s.) (n. c. nt. s. 3. o.) by (n. p. m. s. 3. o.).
9. (art.) (n. c. nt. pl. 3.) of (dem.) (a. p.) (n. c. co. pl. 3. o.) during (art.) (a. p.) (n. c. nt. s. 3. o.).
10. (art.) (a. s.) (n. c. nt. s. 3.) in (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. nt. s. 3. o.).
11. (dis.) (ind. nt. s. 3.) of (dem.) (car.) (n. c. nt. pl. 3. o.) for (art.) (n. c. nt. s. 3. o.) of (dem.) (a. p.) (n. c. nt. s. o.).

REVIEW QUESTIONS.—Give the meaning of each, such, every, neither, many, any, some, all, both, several, few, other. Name the Distributives.

LESSON XXII.

SENTENCES.

A **Sentence** is a complete thought expressed in words.

A **Simple Sentence** contains *one* subject and *one* predicate.

The **Subject** is that about which the sentence speaks. The *Simple Subject* is a *noun*, or expression used as a noun.

The **Predicate** is what is said about the subject. The *Simple Predicate* is a *verb*, or a *copula* with a noun or an adjective.

The **Copula** is generally the verb *Be*; though *Become*, *Appear*, *Seem*, *Feel*, *Look*, *Taste*, *Grow*, are often used in the sense of the *copula*.

A **Verb** is a word that makes an assertion, or asks a question; as, *John studies*. *Will the man labor?*

The **Indicative Mood** is that form of the verb which asserts a fact; as, *Grass grows*. It also asks a question about a fact; as, *Does grass grow?*

The **Present Tense** expresses present time. Statements that are always true are made in the present tense.

INDICATIVE MOOD.—*Present Tense.*

LOVE. *Principal Parts*: 1. *Present Tense*—LOVE. 2. *Past Tense*—LOVED. 3. *Past Participle*—LOVED.

Singular.

1. I love,
2. You love,
3. He loves.

Plural.

1. We love,
2. You love,
3. They love.

Principal Parts of Verbs.

- | | | |
|-----------|------------|-------------|
| 1. Creep, | 1. Crow, | 1. Dream, |
| 2. Crept, | 2. Crew, | 2. Dreamed, |
| 3. Crept. | 3. Crowed. | 3. Dreamed. |

Be careful to use the proper form of the verb for a subject in the third person singular. Observe that the third person singular is formed by adding *s*.

In writing the symbols for sentences, enclose the subject and all its modifying words with *parentheses* (), and the predicate and modifiers with *brackets* []. Thus: That young cock crows at an early hour. *Symbols*: (dem.) (a. p.) (n. c. m. s. 3. n.) crow [ind. pres. s. 3.] at [art.] [a. p.] [n. c. nt. s. 3. o.].

EXERCISE 44.

Write symbols for sentences :

1. Every person creeps at some period of his life.
2. Hens crow at times.
3. Many persons dream.
4. We dream in our sleep.
5. He dreams in the middle of the day.
6. I dream about wild animals.
7. They dream in the morning.
8. That lazy fellow dreams over his lesson.
9. The farmer's roosters crow in the night.
10. Babies creep on the hard floor.

EXERCISE 45.

Write sentences for these symbols :

1. (art.) (a. p.) (n. c. m. s. 3. n.) creep [ind. pres. s. 3.] on [art.] [n. c. nt. s. 3. o.].
2. (n. p. m. s. 3. p.) (a. p.) (n. c. f. s. 3. n.) creep [ind. pres. s. 3.].
3. (ppr. co. s. 1. p.) (n. c. f. s. 3. p.) (a. s.) (n. c. m. s. 3. n.) creep [ind. pres. s. 3.].
4. (ppr. co. pl. 1. p.) (a. p.) (a. p.) (n. c. m. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) crow [ind. pres. s. 3.].
5. (dem.) (n. c. m. pl. 3. n.) crow [ind. pres. pl. 3.] in [art.] [n. c. nt. s. 3. o.].
6. (ppr. m. s. 3. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. m. pl. 3. n.) dream [ind. pres. pl. 3.].
7. (ppr. f. s. 3. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. m. s. 3. n.) in (n. p. nt. s. 3. o.) dream [ind. pres. s. 3.].

REVIEW QUESTIONS.—What is the old form of *you*? Decline it. Give the Emphatic Pronouns. In what Cases are they used? What Possessive Pronouns are not followed by nouns? What is the possessive of Moses?

8. (ppr. co. pl. 1. n.) dream [ind. pres. pl. 1.].
 9. (dem.) (a. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. m. pl. 3. n.) **dream**
 [ind. pres. pl. 3.] about [ppr. m. pl. 3. p.] [n. c. nt. s. 3. o.].
 10. (ppr. f. s. 3. n.) dream [ind. pres. s. 3.] about [ppr. m. s. 3. o.]

LESSON XXIII.

PAST TENSE.

THE **Past Tense** expresses past time simply ; as, *He dreamed*. They *crept*. It is always the second of the three Principal Parts of the verb, and is not inflected.

LOVE. INDICATIVE MOOD.—*Past Tense.*

Singular.

1. I loved,
2. You loved,
3. He loved,

Plural.

1. We loved,
2. You loved,
3. They loved.

Principal Parts of Verbs.

- | | | |
|------------|-----------|----------|
| 1. Fall, | 1. Fly, | 1. Go, |
| 2. Fell, | 2. Flew, | 2. Went, |
| 3. Fallen. | 3. Flown. | 3. Gone. |

EXERCISE 46.

Write symbols :

1. The daring, young officer fell in battle.
2. Large trees fall to the ground with a great crash.
3. A small flock of wild geese flew over our heads.
4. The little birds fly from branch to branch.
5. Every person in the house went to the theatre last night.
6. The leaves fall in the month of October.
7. John goes to school with his little brother.
8. I dreamed about the old man's son.
9. The thief crept into the house through the window.

REVIEW QUESTIONS.—How many Articles are there ? When is *A* used ? When is *An* used ? What is the plural of wife ? Mouse ? Glory ? Colloquy ? Potato ? Monarch ?

10. The cock crew at the third watch of the night.
11. That ugly dog flies at the weary traveler.
12. Pride goes before a fall.
13. The ripe apples fall from the lofty branches.
14. Snow falls to the ground.
15. Many Americans went to the Exposition in Vienna.

EXERCISE 47.*Write sentences :*

1. (n. c. nt. s. 3. n.) fall [ind. past s. 3.] from [art.] [n. c. nt. pl. 3. o.].
2. (car.) (n. c. m. pl. 3. n.) fall [ind. past pl. 3.] from [art.] [n. c. nt. s. 3. o.].
3. (art.) (a. s.) (n. c. nt. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) fall [ind. past s. 3.] with [art.] [a. p.] [n. c. nt. s. 3. o.].
4. (dem.) (a. p.) (n. c. m. s. 3. p.) (a. p.) (n. c. nt. s. 3. n.) fly [ind. pres. s. 3.].
5. (n. p. f. s. 3. p.) (a. p.) (n. c. m. s. 3. n.) fly [ind. past s. 3.] through [art.] [a. p.] [n. c. nt. s. 3. o.].
6. (car.) (a. p.) (n. c. m. pl. 3. n.) go [ind. past pl. 3.] to [n. p. nt. s. 3. o.] on [art.] [n. c. nt. s. 3. o.] of [dem.] [n. c. nt. s. 3. o.].
7. (dem.) (a. p.) (n. c. m. s. 3. n.) of (n. p. m. s. 3. p.) go [ind. pres. s. 3.] to [n. c. nt. s. 3. o.] in [art.] [n. c. nt. s. 3.].
8. (dis.) (n. c. m. s. 3. n.) in (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. o.) crow [ind. pres. s. 3.].
9. (dem.) (a. p.) (n. c. m. s. 3. n.) creep [ind. past s. 3.] through [art.] [n. c. nt. s. 3. o.].
10. (dem.) (a. p.) (a. p.) (n. c. m. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) crow [ind. past s. 3.] at [art.] [a. p.] [n. c. nt. s. 3. o.].
11. (dem.) (a. p.) (n. c. nt. s. 3. n.) fly [ind. past s. 3.] into [ppr. c. s. 1. p.] [n. c. nt. s. 3. o.].
12. (car.) (a. p.) (n. c. f. pl. 3. n.) go [ind. past pl. 3.] to [n. p. nt. s. 3. o.] *during** [dem.] [n. c. nt. s. 3. o.] in [art.] [a. p.] [n. c. nt. s. 3. o.].
13. (ppr. co. s. 3. p.) (n. c. f. s. 3. n.) dream [ind. pres. s. 3.] about [ind.] [a. p.] [n. c. nt. s. 3. o.] *on* [dis.] [n. c. nt. s. 3. o.].

* Italicized words and symbols must be omitted in the written sentence.

REVIEW QUESTIONS.—Give three names of persons. Of animals. Of places. Of things. Name a neuter Proper Noun. A neuter Common Noun. A masculine Proper Noun.

LESSON XXIV.

FUTURE INDICATIVE.

THE **Future Tense** expresses either future time simply, or future determination.* It is formed by prefixing *shall* or *will* to the simple verb.

Shall in the *First Person* and **will** in the *Second* and *Third* express future time simply, or *predict*. *Symbol* [fut. p.].

Will in the *First Person*, and **shall** in the *Second* and *Third*, express future determination. *Symbol* [fut. d.].

LOVE.—INDICATIVE MOOD.—*Future Tense.*

PREDICTION.

Singular.

1. I shall love,
2. You will love,
3. He will love.

Plural.

1. We shall love,
2. You will love,
3. They will love.

DETERMINATION.

Singular.

1. I will write,
2. You shall write,
3. He shall write.

Plural.

1. We will write,
2. You shall write,
3. They shall write.

Principal Parts of Verbs.

- | | | |
|-----------|-----------|------------|
| 1. Grow, | 1. Kneel, | 1. Leap, |
| 2. Grew, | 2. Knelt, | 2. Leaped, |
| 3. Grown. | 3. Knelt. | 3. Leaped. |

*By "future determination" is meant determination in regard to a future act.

REVIEW QUESTIONS.—Define the First Person. Second Person. Third Person. What is a Pronoun? Give the inflection of I. Thou. He. You. She. What number is You?

EXERCISE 48.*Write symbols :*

1. Some trees in California grow to a great size.
2. That foolish man knelt in the middle of the road.
3. Henry will leap over that bar.
4. That careless man will fall from the roof.
5. You shall go into the house.
6. I will go with you.
7. Some one shall kneel at my feet.
8. Any kind of tree will grow upon such fertile soil.
9. General Putnam's horse leaped down a steep place.
10. That greedy boy will dream about his grandmother.
11. A priest *in a long robe* knelt at the altar.
12. The crazy man leaped from a window *in the fourth story*.
13. Change italicized phrases in 11 and 12 to adjectives.

EXERCISE 49.*Write sentences :*

1. (car.) (a. p.) (n. c. nt. pl. 3. n.) grow [ind. past pl. 3.] in [ppr. m. s. 3. p.] [n. c. m. s. 3. p.] [n. c. nt. s. 3. o.].
2. (art.) (a. p.) (n. c. m. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) kneel [ind. past s. 3.].
3. (dem.) (a. p.) (n. c. m. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) kneel [ind. fut. p. s. 3.] at [ppr. m. s. 3. p.] [n. c. m. s. 3. p.] [n. c. nt. s. 3. o.].
4. (ind.) (n. c. m. pl. 3. p.) on [ppr. m. pl. 3. p.] [n. c. nt. s. 3. o.] to [n. c. nt. s. 3. o.] leap [ind. pres. pl. 3.] over [art.] [n. c. nt. s. 3. o.].
5. (ppr. m. s. 3. n.) go [ind. fut. d. s. 3.] to [art.] [n. c. nt. s. 3. o.] with [ppr. co. s. 2. o.].
6. (ppr. co. pl. 1. n.) go [ind. fut. p. pl. 3.] to [n. p. nt. s. 3. o.] *on* [ind.] [n. c. nt. s. 3. o.] *during* [a. s.] [n. c. nt. s. 3. o.].
7. (dem.) (a. p.) (n. c. m. s. 3. n.) kneel [ind. fut. d. s. 3.] at [ppr. co. s. 1. p.] [n. c. nt. pl. 3. o.].
8. (ppr. co. s. 2. n.) fall [ind. fut. p. s. 2.] into [dem.] [n. c. nt. s. 3. o.].
9. (ppr. m. s. 3. n.) go [ind. fut. d. s. 3.] to [n. c. nt. s. 3. o.] with [ppr. m. s. 3. p.] [a. p.] [n. c. m. s. 3. o.].
10. (dem.) (n. c. nt. s. 3. n.) grow [ind. fut. p. s. 3.] to [art.] [a. p.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—What Number and Case is Boys' ? Men's ? Fly's ? King's ? Mice's ? Oxen's ? Girls' ? Wolf's ? Tyro's ? Empress's ? Harkness's ?

LESSON XXV.

ADVERBS.

An **Adverb** is a word that qualifies a *Verb*, an *Adjective*, or another *Adverb*; as, The sun shines *brightly*. A *very* careful man. He runs *very swiftly*. Symbol: [av.].

Adverbs of Place answer the questions—*Where? Whither? Whence?*

Adverbs of Time answer the questions—*When? How often? How long?*

Adverbs of Manner answer the question—*How?*

Adverbs of Cause answer the question—*Why?*

Principal Parts of Verbs.

1. Rise,	1. Run,	1. Sit,
2. Rose,	2. Ran,	2. Sat,
3. Risen.	3. Run.	3. Sat.

EXERCISE 50.

Write symbols :

1. Oranges grow abundantly in warm countries.
2. A diligent man will rise early.
3. The sun will rise in the morning.
4. That lazy boy shall sit at his desk * four hours.
5. A rash man often leaps from the frying-pan into the fire.
6. A good horse will run a mile in two minutes.
7. You shall go with me to-morrow.
8. The brave warrior sat * all day in his tent.
9. The water in the river rose above the arches of the bridge.
10. Sophistry creeps into most of the books of argument.
11. Each man crept stealthily along the bank of the river.
12. The two drunken men fell out of their wagon.
13. The industrious man will rise in the world.

* Supply a preposition in writing symbols.

REVIEW QUESTIONS.—From what noun is Cuban derived? Irish? Swiss? Japanese? French? Spanish? Chinese? Parisian? What is a Proper Adjective?

EXERCISE 51.

Write sentences :

1. (art.) (n. c. nt. s. 3. n.) on (art.) (n. c. nt. s. 3. o.) rise [ind. fut. p. s. 3.] in [art.] [n. c. nt. s. 3. o.].
2. (dem.) (a. p.) (a. p.) (n. c. m. s. 3. n.) rise [ind. fut. p. s. 3.] [av.] to [art.] [n. c. nt. s. 3. o.] of [a. p.] [n. c. nt. s. 3. o.].
3. (car.) (n. c. m. pl. 3. n.) of (a. p.) (n. c. nt. pl. 3. o.) run [ind. past pl. 3.] [av.] from [n. c. nt. s. 3. o.] on [a. s.] [n. p. nt. s. 3. o.].
4. On [ind.] [n. c. nt. s. 3. o.] during [a. s.] [n. c. nt. s. 3. o.] (art.) (n. c. nt. s. 3. n.) of (a. p.) (n. c. m. pl. 3. o.) run [ind. past s. 3.] through [n. p. nt. s. 3. o.].
5. (dem.) (a. p.) (n. c. m. pl. 3. n.) run [ind. fut. p. pl. 3.] into [rec. m. s. 3. o.].
6. (n. p. m. s. 3. n.) rise [ind. fut. d. s. 3.] [av.].
7. (dem.) (a. p.) (n. c. m. s. 3. n.) sit [ind. fut. d. s. 3.] on [art.] [a. p.] [n. c. nt. s. 3. o.].
8. (ppr. co. s. 1. n.) sit [ind. fut. d. s. 1.] in [art.] [a. p.] [n. c. nt. s. 3. o.].
9. (a. p.) (n. c. nt. pl. 3. n.) grow [ind. pres. pl. 3.] upon [ppr. co. pl. 1. o.].
10. (n. p. m. s. 3. n.) run [ind. past s. 3.] for [art.] [a. p.] [n. c. nt. s. 3. o.].
11. (art.) (n. c. m. s. 3. n.) sit [ind. past s. 3.] upon [ppr. m. s. 3. p.] [a. p.] [a. p.] [n. c. nt. s. 3. o.].

LESSON XXVI.

COMPARISON OF ADVERBS.

Adverbs are compared like adjectives; as, often, oftener, oftenest. Frequently, more frequently, most frequently. *Symbols*: (av.) (av. c.) (av. s.).

An **Adverbial Phrase** performs the office of an Adverb; as, He writes *with care* = He writes *carefully*.

REVIEW QUESTIONS.—How is the Comparative Degree formed? The Superlative? How many Degrees are there? What change in Adjectives ending in *y*? Compare shallow, tall, mad. Name an Adjective that cannot be compared.

Adverbial Phrases may often be changed to *Adverbs*, and *Adverbs* to *Phrases*. An Adverb may modify a Phrase ; as, I will arrive *soon after midnight*.

Punctuation.—An Adverbial Phrase at the beginning of a sentence must have a comma after it. Whenever, in a series of phrases, there is a break in the connection, a comma must be inserted ; as, In adversity, be patient. He spoke for two hours, without interruption.

Principal Parts of Verbs.

1. Dwell,	1. Glide,	1. Hide,
2. Dwelt,	2. Glided,	2. Hid,
3. Dwelt.	3. Glided.	3. Hidden.

EXERCISE 52.

Write symbols :

1. The children of Israel dwelt in Egypt, (during) four hundred and thirty years.
2. The tree grows by its own vitality.
3. The beautiful steamer glided swiftly through the water.
4. Morning odors from the flowers rise.
5. A man diligent in his business will rise to eminence.
6. The daring robber crept stealthily through the window, into the sleeping man's chamber.
7. Boys on skates glide over the smooth ice.
8. The fugitives hid in a dark cave.
9. Any skilful skater will glide gracefully over smooth ice.
10. Anger dwells in the bosom of fools.
11. Happiness dwells in contented minds.
12. Swiftly glide the hours.
13. With a crash the red brands fell apart.
14. My wife up the chimney flies.

QUESTIONS.—What kind of a phrase is—(1.) In Egypt ? Four hundred and thirty years ? (2.) By its own vitality ? (3.) Through the water ? (4.) From the flowers ? (5.) In his business ? To eminence ? (6.) Through the window ? Into the sleeping man's chamber ? (7.) On skates ? Over the smooth ice ? (8.) In a dark cave ? (10.) In the bosom ? (11.) Of fools ?

REVIEW QUESTIONS.—What is a Preposition ? A Phrase ? How may the object of a Preposition be found ? What is a Cardinal ? Ordinal ? Name a Cardinal. An Ordinal.

EXERCISE 53.

Write sentences :

1. (dem.) (a. p.) (n. c. m. s. 3. n.) dwell [ind. past s. 3.] in [art.] [n. c. nt. s. 3. o.] of [n. p. nt. s. 3. o.].
2. (n. c. nt. s. 3. n.) dwell [ind. pres. s. 3.] in [art.] [n. c. nt. s. 3. o.] of [n. c. co. pl. 3. o.].
3. (n. c. nt. s. 3. n.) glide [ind. pres. s. 3.] [av.] [av.].
4. (art.) (n. c. m. pl. 3. n.) glide [ind. fut. p. pl. 3.] [av.] down [art.] [a. p.] [n. c. nt. s. 3. o.].
5. (ppr. co. s. 1. p.) (n. c. m. s. 3. p.) (n. c. m. s. 3. n.) go [ind. fut. p. s. 3.] [av.] to [art.] [n. c. nt. s. 3. o.] [av.].
6. (dem.) (n. c. nt. s. 3. n.) fall [ind. fut. p. s. 3.] [av.] with [art.] [a. p.] [n. c. nt. s. 3. o.].
7. (dem.) (a. p.) (n. c. m. s. 3. n.) hide [ind. fut. p. s. 3.] [av.] from [art.] [n. c. m. pl. 3. o.].
8. (art.) (a. p.) (n. c. m. s. 3. n.) [av.] creep [ind. past s. 3.] [av.] to [art.] [a. p.] [n. c. m. s. 3. o.].
9. (ind.) (n. c. nt. pl. 3. n.) of (n. c. nt. s. 3. o.) grow [ind. fut. p. pl. 3.] [av.] in [dem.] [n. c. nt. s. 3. o.].
10. (art.) (a. p.) (n. c. m. s. 3. n.) leap [ind. fut. p. s. 3.] over [art.] [av.] [a. p.] [n. c. nt. s. 3. o.].

NOTE TO THE TEACHER.—Pupils can determine whether any particular word or phrase is an Adverb or not, and to which class it belongs, by asking and answering the questions annexed to the various classes in Lesson XXV. It is important that this questioning exercise be made a part of each recitation.

LESSON XXVII.

APPOSITION.

A **NOUN** placed after another noun or pronoun to explain it, is in the same case, and is said to be in **Apposition**; as, Hope, the *star* of life, never sets. *Symbols :* (n. c. nt. s. 3. n.) (art.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) [av.] set [ind. pres. s. 3.].

REVIEW QUESTIONS.—Define a Sentence ? What is a Subject ? A Predicate ? A Copula ? A Simple sentence ? How many subjects in a simple sentence ? How many Predicates ?

Punctuation.—Whenever a phrase is joined to a *Noun* in Apposition, the whole must be separated from the rest of the sentence by a comma or commas ; as, Paul, the apostle of the Gentiles, was eminent for his zeal.

Principal Parts of Verbs.

1. Sink,	1. Sleep,	1. Slide,
2. Sunk,	2. Slept,	2. Slid,
3. Sunk.	3. Slept.	3. Slid.

EXERCISE 54.

Write symbols :

1. Avalanches, huge masses of frozen snow, often slide down the sides of the Alps, a range of mountains in the southern part of Europe, the smallest continent on the earth.
2. The steam-ship *Virginus* gradually sank beneath the waves.
3. Grandfather sleeps soundly in his arm-chair every day.
4. He sunk down in his chariot.
5. People often sleep in badly ventilated rooms.
6. He slid into the room through a secret passage.
7. Washington, the first President of the United States, dwelt several years at Mount Vernon.
8. John Doe, the worthless tramp, slept in our barn last night.
9. That work will grow in favor from year to year.

QUESTIONS.—What kind of a phrase is—(1.) Of frozen snow ? Down the sides ? Of the Alps ? Of mountains ? In the southern part ? Of Europe ? On the earth ? (2.) Beneath the waves ? (3.) In his arm-chair ? Every day ? (4.) In his chariot ? (5.) Of the United States ?

EXERCISE 55.

Write sentences :

1. (art.) (n. c. nt. s. 3. n.) (art.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) sink [ind. past s. 3.] in [art.] [n. c. nt. s. 3. o.].
2. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) sink [ind. fut. p. s. 3.] [av.] into [n. c. nt. s. 3. o.].
3. (art.) (a. p.) (n. c. m. s. 3. n.) [av.] sleep [ind. pres. s. 3.] upon [art.] [a. p.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—What part of speech is the Subject ? The Predicate ? What is the Copula ? What verbs are often used in the sense of the Copula ? What is a Verb ?

4. (dem.) (n. c. m. s. 3. n.) (art.) (a. p.) (a. p.) (n. c. m. s. 3. n.) sleep [ind. fut. p. s. 3.] [av.] in [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
5. In [n. p. nt. s. 3. o.] [art.] [a. s.] [n. c. nt. s. 3. o.] (art.) (n. c. m. pl. 3. n.) slide [ind. pres. pl. 3.] down [n. c. nt. s. 3. o.].
6. (dem.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) on (art.) (n. c. nt. s. 3. o.) of (ppr. co. pl. 1. p.) (n. c. nt. s. 3. o.) slide [ind. fut. p. s. 3.] [av.] [av.].
7. (dem.) (a. p.) (n. c. m. s. 3. n.) rise [ind. fut. d. s. 3.] [av.] in [art.] [n. c. nt. s. 3. o.].
8. (dem.) (a. p.) (n. c. m. pl. 3. n.) set [ind. pres. pl. 3.] at [ppr. m. pl. 3. p.] [n. c. nt. s. 3. o.] by [art.] [n. c. nt. s. 3. o.].
9. (n. p. m. s. 3. n.) sleep [ind. fut. p. s. 3.] on [art.] [n. c. nt. s. 3. o.].
10. (ppr. m. s. 3. n.) run [ind. fut. p. s. 3.] [av.].
11. (dem.) (a. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) go [ind. fut. d. s. 3.] to [n. c. nt. s. 3. o.] in [art.] [n. c. nt. s. 3. o.].
12. (art.) (a. p.) (n. c. m. s. 3. n.) sink [ind. past s. 3.] [av.] in [art.] [n. c. nt. s. 3. o.].
13. (n. p. nt. s. 3. n.) (art.) (a. p.) (n. c. nt. s. 3. n.) upon (art.) (n. p. nt. s. 3. o.) grow [ind. fut. p. s. 3.] [av.].
14. (dem.) (n. c. nt. s. 3. n.) fly [ind. pres. s. 3.] over [art.] [n. c. nt. s. 3. o.] at [art.] [a. p.] [n. c. nt. s. 3. o.].

LESSON XXVIII.

SECONDARY TENSES.

THE Verb **Have** is used as an auxiliary, or helping verb, in the *Secondary Tenses*—the *Present Perfect*, the *Past Perfect*, and the *Future Perfect*.

Have, as an auxiliary, has three tenses, Present, Past, and Future.

To indicate in symbols that an adverb is to be written between the auxiliary and the participle, write the symbol [av.] before the verb.

REVIEW QUESTIONS.—Define the Indicative Mood. Present Tense. What are the Principal Parts of a Verb? Principal parts of Love? Creep? Crow? Dream? How is a verb inflected for the Third Person Singular?

HAVE.—INDICATIVE MOOD.

*Present Tense.**Past Tense.*

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. I have,	1. We have,	1. I had,	1. We had,
2. You have,	2. You have,	2. You had,	2. You had,
3. He has.	3. They have.	3. He had.	3. They had.

Future Tense.—DETERMINATION.

<i>Singular.</i>	<i>Plural.</i>
1. I will have,	1. We will have,
2. You shall have,	2. You shall have,
3. He shall have.	3. They shall have.

PREDICTION.

<i>Singular.</i>	<i>Plural.</i>
1. I shall have,	1. We will have,
2. You will have,	2. You shall have,
3. He will have.	3. They shall have.

Present Perfect Tense.

A Verb is conjugated in the Present Perfect Tense by annexing the *Third Part*, or *Past Participle*, to the Present Tense of **Have**; as, 1. I have loved; 2. You have loved; 3. He has loved. *Plural*—1. We have loved, etc. *Symbol*: [per.]. He has gone to the city. *Symbols*: (ppr. m. s. 3. n.) go [ind. per. s. 3.] to [art.] [n. c. nt. s. 3. o.].

The Present Perfect Tense denotes a completed past action—but completed at or near the present; as, I have written the preceding lines. I have just finished them.

Principal Parts of Verbs.

1. Spring,	1. Stand,	1. Stick,
2. Sprung,	2. Stood,	2. Stuck,
3. Sprung.	3. Stood.	3. Stuck.

REVIEW QUESTIONS.—How does "The boys run" differ from "The boy runs"? Do not both contain the same letters? How does the addition of an *s* affect a noun? How, a verb? How may the sentence be changed from singular to plural and from plural to singular?

EXERCISE 56.*Write symbols :*

1. A sudden light sprung through the vaulted roof.
2. The planks on the side of the vessel have sprung out of their places.
3. The young twigs have sprung out of the ground.
4. That difficulty has sprung from a slight misunderstanding.
5. That elegant mansion has stood on the corner of those streets, for many years.
6. He has just stuck a stake at the corner of his lot.
7. John the coachman has gone to Dover, the capital of Delaware.
8. The poor, drowning boy has sunk for the third time.
9. Judge D., an upright man, has sat upon the bench many years.
10. He has stuck to us through all our troubles.
11. We will stick to our task, at all hazards.
12. A bad reputation stuck to him, the rest of his life.
13. Four suspicious men stood on the other side of the street.

QUESTIONS.—What sort of phrase is—(2.) On the side ? Of the vessel ? Of their places ? (3.) Of the ground ? (5.) On the corner ? Of those streets ? For many years ? (6.) Of his lot ? (7.) Of Delaware ? (9.) What case is *years* ?

EXERCISE 57.*Write sentences :*

1. (n. p. nt. s. 3. n.) (art.) (a. p.) (a. p.) (n. c. nt. s. 3. n.) spring
[ind. per. s. 3.] [av.] on [art.] [n. c. nt. s. 3. o.] of [dem.]
[a. p.] [n. c. nt. s. 3. o.].
2. (ppr. m. s. 3. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. n.) stand [ind. pres. s. 3.] on [art.] [a. p.] [n. c. nt. s. 3. o.] of [n. p. nt. s. 3. o.].
3. (ppr. m. s. 3. n.) stand [ind. past s. 3.] on [art.] [n. c. nt. s. 3. o.] for [car.] [a. p.] [n. c. nt. pl. 3. o.] before [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.].
4. (art.) (a. p.) (n. c. m. s. 3. n.) stick [ind. per. s. 3.] to [art.] [n. c. nt. s. 3. o.] in [ind.] [n. c. nt. pl. 3. o.] of [n. c. nt. s. 3. o.].
5. (art.) (a. p.) (n. c. m. s. 3. n.) stand [ind. fut. p. s. 3.] before (n. c. m. pl. 3. o.).

REVIEW QUESTIONS.—Define the Past Tense. Which part of the verb is it ? Is it changed by inflection ? What are the Principal Parts of Fall ? Fly ? Go ? Give the Present Tense of Love. The Past Tense.

6. (art.) (a. p.) (n. c. m. s. 3. n.) sink [ind. per. s. 3.] for [art.] [a. s.] [n. c. nt. s. 3. o.].
7. (ppr. m. s. 3. n.) grow [ind. per. s. 3.] [av.] [av.] during [art.] [a. s.] [car.] [n. c. nt. pl. 3. o.].
8. (n. p. m. s. 3. n.) (art.) (a. s.) (n. c. m. s. 3. n.) dwell [ind. per. s. 3.] in [dem.] [n. c. nt. s. 3. o.] for [ind.] (n. c. nt. pl. 3. o.).
9. (n. p. m. s. 3. p.) (n. c. m. s. 3. n.) go [ind. per. s. 3.] to [n. p. nt. s. 3. o.] on [av.] [a. p.] [n. c. nt. s. 3. o.].

LESSON XXIX.

PAST PERFECT TENSE

THE **Past Perfect Tense** denotes an action completed in the past ; as, He had written his exercise when the bell struck.

The *Past Perfect Tense* is formed by annexing the *Third Part*, or *Past Participle*, of the verb, to the *Past Tense* of *Have* ; as,

- | <i>Singular.</i> | <i>Plural.</i> |
|-------------------|--------------------|
| 1. I had loved, | 1. We had loved, |
| 2. You had loved, | 2. You had loved, |
| 3. He had loved. | 3. They had loved. |

Symbol : [ppr.].

Principal Parts of Verbs.

- | | | | |
|-------------|-----------|-----------|------------|
| 1. Strive, | 1. Swear, | 1. Shine, | 1. Speak, |
| 2. Strove, | 2. Swore, | 2. Shone, | 2. Spoke, |
| 3. Striven. | 3. Sworn. | 3. Shone. | 3. Spoken. |

EXERCISE 58.

Write symbols :

1. I had striven for success by honorable means.
2. The old man swore in a most violent manner.
3. The light of the burning house had shone into my room.

REVIEW QUESTIONS.—What is a Demonstrative ? Name them. Define Cardinal Adjectives. Ordinal. *This* and *That* are how used ? *Former* and *Latter* ? Name the *Indefinites*. Symbol for Demonstrative Adjective ? For Dem. Pronoun ?

4. On a clear day in winter, the sun shone out with considerable warmth.
5. The boy stood on the burning deck.
6. Warm wax will stick to your fingers.
7. He had striven with all his might.
8. James the gardener had spoken to me about the business.
9. He had already run several miles.
10. The wilful boy had fallen into temptation.
11. The sun had risen.
12. The cautious cat had crept up to the innocent bird.
13. Columbus had dreamed of undiscovered lands.
14. The orator spoke eloquently of the advantages of a free government.
15. A voice within us speaks of man's immortality.
16. The school-house stood at the foot of a woody hill.

QUESTIONS.—What sort of a clause is—(1.) By honorable means ? (2.) In a most violent manner ? (3.) Of the burning house ? (4.) With considerable warmth ? (5.) On the burning deck ? (8.) To me ? (10.) Into temptation ? (12.) To the innocent bird ? (15.) Within us ? (16.) Of a woody hill ?

EXERCISE 59.

Write sentences :

1. (n. p. m. s. 3. n.) strive [ind. pper. s. 3.] for [art.] [a. s.] [n. c. nt. s. 3. o.] in [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] without [n. c. ut. s. 3. o.].
2. (ppr. m. s. 3. p.) (n. c. m. s. 3. n.) (art.) (a. s.) (n. c. m. s. 3. n.) strive [ind. pper. s. 3.] for [art.] [a. c.] [n. c. nt. s. 3. o.].
3. (dem.) (a. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) swear [ind. past s. 3.] [av. s.] at [ppr. m. s. 3. p.] [n. c. m. s. 3. o.].
4. (ind.) (n. c. m. pl. 3. n.) swear [ind. pres. pl. 3.] without [art.] [a. s.] [n. c. nt. s. 3. o.].
5. During [art.] [n. c. nt. s. 3. o.] (art.) (n. c. nt. s. 3. n.) shine [ind. pper. s. 3.] into [art.] [n. c. nt. s. 3. o.] on [art.] [a. p.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.].
6. (art.) (a. p.) (a. p.) (n. c. nt. s. 3. n.) shine [ind. pper. s. 3.] over [a. p.] [n. c. m. pl. 3. o.] & [a. p.] [n. c. f. pl. 3. o.].
7. (art.) (a. p.) (n. c. nt. s. 3. n.) stand [ind. pper. s. 3.] upon [ppr. co. s. 1. p.] [n. c. m. s. 3. p.] [n. c. nt. s. 3. o.] for [car.] [n. c. nt. pl. 3. o.].

REVIEW QUESTIONS.—Give the meaning of each, such, every, neither, many, any, some, all, both, several, few, other. Name the Distributives, Define Cardinal. Ordinal.

8. (art.) (a. p.) (n. c. f. s. 3. n.) sleep [ind. pper. s. 3.] [av.] during [art.] [n. c. nt. s. 3. o.].
9. (art.) (n. c. nt. s. 3. n.) fall [ind. pper. s. 3.] upon [art.] [n. c. nt. s. 3. o.].
10. (art.) (n. c. m. s. 3. n.) creep [ind. pper. s. 3.] into [art.] [n. c. nt. s. 3. o.].
11. (n. p. m. s. 3. n.) speak [ind. pper. s. 3.] to [ppr. co. s. 1. o.] about [ppr. co. s. 1. p.] [n. c. m. s. 3. p.] [n. c. nt. pl. 3. o.].
12. (ppr. m. s. 3. n.) speak [ind. pper. s. 3.] to [ppr. f. s. 3. p.] [n. c. m. s. 3. o.] concerning [ppr. co. pl. 3. p.] [a. p.] [n. c. nt. pl. 3. o.].
13. (art.) (a. p.) (n. c. m. s. 3. n.) run [ind. pper. s. 3.] into [ind.] [n. c. nt. pl. 3. o.] of [n. c. nt. s. 3. o.].

LESSON XXX.

FUTURE PERFECT TENSE.

THE Future Perfect Tense represents an action as completed at some future time; as, *I shall have finished my lesson at the close of school.*

The *Future Perfect Tense* is formed by annexing the *Third Part* or *Past Participle* of the verb to the *Future Tense* of **Have**; as, 1. I will have loved; 2. You shall have loved; 3. He shall have loved, etc.

The rule in regard to *shall* and *will* regulates their use in this tense, as in the Future. *Symbol*: [fper.].

Principal Parts of Verbs.

1. Swim,	1. Think,	1. Lie,	1. Come,
2. Swam,	2. Thought,	2. Lay,	2. Came,
3. Swum.	3. Thought.	3. Lain.	3. Come.

REVIEW QUESTIONS.—What is an Adjective? Proper Adjective? Phrase? Adjective Phrase? Symbol for Proper Adjective? What proper adjective is derived from the noun Ireland? Switzerland? Holland? Cuba? France?

EXERCISE 60.*Write symbols :*

1. The venturesome sailor will have swum two miles.
2. He had thought about it for a long time.
3. He will have lain there a whole day.
4. The rascal will have hid away by that time.
5. We shall have dwelt two years in this city on the first day of next May.
6. The sun will have shone before night.
7. The time will then have come.
8. That uninteresting preacher will have spoken nearly two hours.
9. Those disobedient fellows will have grown weary of their stubbornness.
10. The snow has lain upon the ground several days.
11. The time for a more searching investigation has already come.
12. The unfortunate victim of an enslaving passion had lain several hours in the frozen snow.
13. A hot-tempered man often swears at his most intimate friends.
14. Thoughts of home will ever run in his mind.
15. The vessel will have sunk before their arrival.

QUESTIONS.—What is needed to complete the phrase—(1.) Two miles ? Does it tell why ? When ? Where ? or how long ? Describe the following phrases by telling whether Adverbial or Adjective ; and if Adverbial, tell whether they answer the question where ? whence ? whether ? etc., and of what they are adjuncts. (2.) For a long time. (3.) A whole day. (4.) By that time. (5.) In this city. On the first day of next May. (9.) Of their stubbornness. (10.) Several days. (11.) For a more searching investigation.

EXERCISE 61.*Write sentences :*

1. (n. p. m. s. 3. n.) speak [ind. fper. p. s. 3.] to [ppr. co. s. 1. o.] about [ppr. m. s. 3. p.] [n. c. m. s. 3. p.] [n. c. nt. pl. 3. o.].
2. (ppr. m. s. 3. n.) [av.] speak [ind. fper. p. s. 3.] to [ppr. f. s. 3. o.] concerning [art.] [n. c. nt. s. 3. o.] before [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—How is the Comparative Degree formed ? The Superlative ? How many Degrees are there ? What change in Adjectives ending in *y* ? Compare shallow, tall, mad. Name an Adjective that cannot be compared.

3. (ppr. m. s. 3. p.) (n. c. m. s. 3. n.) swim [ind. pper. s. 3.] across [art.] [n. p. nt. s. 3. o.] at [n. p. nt. s. 3. o.].
4. (ppr. m. s. 3. n.) think [ind. fper. p. s. 3.] of [ppr. nt. s. 3. o.] without [ppr. co. pl. 2. p.] [n. c. nt. s. 3. o.].
5. (art.) (n. c. nt. s. 3. n.) shine [ind. fper. p. s. 3.] [av.] for [car.] [n. c. nt. pl. 3. o.].
6. (dem.) (a. p.) (a. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) dwell [ind. fper. p. s. 3.] in [dem.] [n. c. nt. s. 3. o.] for [car.] [n. c. nt. pl. 3. o.].
7. (ppr. m. s. 3. n.) speak [ind. pper. s. 3.] [av.] [av.] to [ppr. co. s. 1. o.] about [ppr. f. s. 3. o.].
8. (ppr. f. s. 3. n.) think [ind. pres. s. 3.] [av.] [av.] of [ppr. nt. s. 3. o.].
9. (art.) (a. p.) (n. c. m. s. 3. n.) rise [ind. fut. p. s. 3.] [av.] in [art.] [n. c. nt. s. 3. o.].
10. (n. p. m. s. 3. n.) creep [ind. past s. 3.] [av.] into [art.] [n. c. nt. s. 3. o.] after [art.] [n. c. m. s. 3. o.].
11. (dem.) (a. p.) (n. c. nt. s. 3. n.) lie [ind. fper. p. s. 3.] for [ind.] [n. c. nt. pl. 3. o.] upon [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.].
12. (ppr. co. s. 1. p.) (n. c. co. s. 3. n.) come [ind. per. s. 3.] to [art.] [n. c. nt. s. 3. o.] on [av.] [a. p.] [n. c. nt. s. 3. o.].
13. (ppr. m. pl. 3. n.) come [ind. fper. p. pl. 3.] before [art.] [n. c. nt. s. 3. o.].

LESSON XXXI.

THE COPULA.

THE Copula verb **Be** unites with a noun or an adjective to form the *Predicate*; as, Webster *was eloquent*. He *was an orator*. *Principal Parts*: 1. Am or be. 2. Was. 3. Been. [See Lesson XXII.]

BE—INDICATIVE MOOD.

Present Tense.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
1. I am,	1. We are,	1. I was,	1. We were,
2. You are,	2. You are,	2. You were,	2. You were,
3. He is.	3. They are.	3. He was.	3. They were.

*Future Tense—Prediction.**Singular.*

1. I shall be,
2. You will be,
3. He will be.

Plural.

1. We shall be,
2. You will be,
3. They will be.

Principal Parts of Verbs.

- | | | | |
|-----------|------------|-------------|----------|
| 1. Swing, | 1. Ride, | 1. Tread, | 1. Weep, |
| 2. Swung, | 2. Rode, | 2. Trod, | 2. Wept, |
| 3. Swung. | 3. Ridden. | 3. Trodden. | 3. Wept. |

EXERCISE 62.*Write symbols :*

1. This room is very warm.
2. There is room for great improvement in his manners.
3. There is a time for every thing under the sun.
4. You are very particular about your dress.
5. Metaphor is often an excellent medium of illustration.
6. He is a very good scholar in certain branches.
7. I am very grateful for your kindness.
8. He will be too late for dinner.
9. John is sick at his mother's.
10. The house is in a fine condition.
11. Mr. Augustus Minns was a bachelor of about forty.
12. He was always exceedingly precise.
13. The great ship swung round with the tide.
14. A longer pendulum will swing slower.
15. The leader of the people rode upon a spirited black horse.
16. One woe treads upon another's heels.
17. The thoughtless youth wept over the sins of his earlier years.
18. Six thousand English veterans in stately column tread.

QUESTIONS.—Describe, as indicated for Exercise 60—(2.) For great improvement. In his manners. (3.) For every thing. Under the sun. (5.) Of illustration. (6.) In certain branches. (7.) For your kindness. (9.) At his mother's. (11.) Of about forty. (17.) Of his earlier years. What is understood after (9.) *mother's*? (11.) *After forty*?

REVIEW QUESTIONS.—What does the Future Tense express? How is prediction expressed? Determination? Give the Future Tense of *Love* for prediction. For determination. Give the principal parts of *Grow*, *Kneel*, *Leap*.

EXERCISE 63.*Write sentences :*

1. (ppr. co. s. 2. n.) be [ind. pres. s. 2.] [av.] behind [n. c. nt. s. 3. o.].
2. (ppr. co. s. 1. n.) be [ind. pres. s. 1.] in [art.] [a. p.] [n. c. nt. s. 3. o.].
3. (ind.) (n. c. m. pl. 3. n.) be [ind. pres. pl. 3.] [av.] in [n. c. nt. s. 3. o.].
4. (n. p. m. s. 3. p.) (n. c. m. pl. 3. n.) be [ind. past pl. 3.] [av.] in [ind.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
5. (n. p. m. s. 3. n.) be [ind. past s. 3.] [art.] [n. c. m. s. 3. n.] of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
6. (ppr. co. s. 1. p.) (n. c. m. s. 3. n.) be [ind. fut. p. s. 3.] at [n. c. nt. s. 3. o.] [av.].
7. (art.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.].
8. (art.) (n. c. nt. s. 3. n.) on (art.) (n. c. nt. s. 3. o.) be [ind. pres. s. 3.] [av.] [a. p.].
9. (n. p. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.].
10. (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.].
11. [av.] [av.] speak [ind. past s. 3.] (a. p.) (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) of (art.) (n. c. nt. s. 3. o.).
12. (art.) (a. p.) (a. p.) (n. c. nt. s. 3. n.) swing [ind. past s. 3.] upon [ppr. nt. s. 3. p.] [a. p.] [n. c. nt. pl. 3. o.].
13. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) ride [ind. past s. 3.] across [art.] [n. c. nt. s. 3. o.] into [art.] [n. c. nt. s. 3. o.] of [n. p. nt. s. 3. o.].
14. (ppr. m. s. 3. n.) tread [ind. pres. s. 3.] in [art.] [n. c. nt. pl. 3. o.] of [ppr. m. s. 3. p.] [a. p.] [n. c. m. s. 3. o.].
15. (art.) (a. p.) (n. c. f. s. 3. n.) weep [ind. past s. 3.] at [art.] [n. c. nt. s. 3. o.] of [ppr. f. s. 3. p.] [a. p.] [n. c. m. s. 3. o.].
16. (dem.) (a. p.) (n. c. m. s. 3. n.) ride [ind. fut. d. s. 3.] in [ppr. co. pl. 1. p.] [n. c. nt. s. 3. o.].

NOTE TO THE TEACHER.—If the composition of one sentence for each sentence of symbols should not afford sufficient practice for the pupil, or if he should fall into a habit of using a certain limited number of stock words, the teacher may require two or more sentences to be written for each set of symbols. It is a valuable exercise, after the written sentences have been read before the class, to require new sentences to be composed *impromptu*. By changing the tense of the verb, the exercise may be still further varied. *Nouns, Adjectives, and Adverbs* must not be repeated in the same exercise. Such words as *man, boy, girls, house*, must not be run upon too much. Prohibit their use, if necessary.

LESSON XXXII.

COPULA—(Continued.)

THE **Present Perfect**, **Past Perfect**, and **Future Perfect Tenses** of the *Copula Be*, are formed by annexing the *Third Part*, or *Past Participle* (been) to the *Present*, *Past*, and *Future Tenses*, respectively, of **Have** [see Lesson XXVIII.] ; as, *Pres. Per.*, I have been, etc. ; *Past Per.*, I had been, etc. ; *Future Per.*, I will have been, etc.

In the *Present*, *Past*, and *Present Perfect Tenses*, the verb **Be** is inflected for *Person* and *Number*. Hence the verb should always have that form which agrees in *Person* and *Number* with the subject.

Principal Parts of Verbs.

1. Blow,	1. Deal,	1. Cling,	1. Shrink,
2. Blew,	2. Dealt,	2. Clung,	2. Shrunk,
3. Blown.	3. Dealt.	3. Clung.	3. Shrunk.

EXERCISE 64.

Write symbols :

1. General Sherman has recently been absent in Europe.
2. My business had then been very dull for several months.
3. He had been a friend of my father through all the trouble.
4. Henry Clay the orator was a friend of your brother's.
5. There has been serious trouble in that family.
6. William Wallace was the son of a private gentleman.
7. He was very indignant at Edward's usurpation of the crown.
8. At that point the river is scarcely two miles wide.
9. We shall have been in this country two years next January.
10. Our friend will have been absent a month on the tenth of May.
11. The wind blew all day with great violence from the north.
12. Simply to thy cross I cling.

REVIEW QUESTIONS.—What is an Adverb ? Adverbs of place answer what questions ? Adverbs of time ? Adverbs of manner ? Adverbs of cause ? How are Adverbs compared ? Compare *frequently*, *often*.

13. An honest merchant will deal fairly with his customers.
14. With instinctive horror shrinks the spirit from that awful state.

QUESTIONS.—What is the meaning of—(3.) Of my father? How does it differ from—Of my father's? Describe the phrase—(5.) In that family. (6.) Of a private gentleman. (7.) At Edward's usurpation. Of the crown. (8.) At that point. Two miles. (9.) Two years. Next May. (11.) From the north. All day.

EXERCISE 65.

Write sentences :

1. For [art.] [a. s.] [ind.] [n. c. nt. pl. 3. o.] (art.) (n. c. nt. s. 3. n.) be [ind. per. s. 3.] [av.] [a. p.].
2. (ppr. co. s. 1. p.) (n. c. m. s. 3. n.) be [ind. pper. s. 3.] in [art.] [n. c. nt. s. 3. o.] for [ind.] [n. c. nt. pl. 3. o.].
3. (ppr. m. s. 3. n.) be [ind. pper. s. 3.] [av.] [a. p.].
4. (ppr. m. s. 3. n.) be [ind. pres. s. 3.] on [art.] [n. c. nt. s. 3. o.] to [n. c. nt. s. 3. o.].
5. (n. p. m. s. 3. n.) be [ind. fper. p. s. 3.] in [art.] [n. c. nt. s. 3. o.] for [car.] [n. c. nt. pl. 3. o.] on [a. s.] [n. p. nt. s. 3. o.].
6. There* be [ind. pres. s. 3.] (n. c. nt. s. 3. n.) for (ind. co. pl. 3. o.) of (ppr. c. pl. 2. o.).
7. There be [ind. pres. pl. 3.] (n. c. nt. pl. 3. n.) about (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.).
8. (n. p. m. s. 3. n.) be [ind. per. s. 3.] [art.] [av.] [a. p.] [n. c. m. s. 3. n.].
9. (ppr. m. s. 3. n.) be [ind. pper. s. 3.] [art.] [n. c. m. s. 3. n.] for [ind.] [n. c. nt. pl. 3. o.].
10. (n. c. nt. s. 3. n.) be [ind. past s. 3.] [ind. nt. s. 3. n.] of [art.] [a. p.] [n. c. nt. pl. 3. o.] of [n. p. m. s. 3. p.] [n. c. nt. s. 3. o.].
11. (art.) (a. p.) (n. c. nt. s. 3. n.) blow [ind. pres. s. 3.] through [dem.] [a. p.] [n. c. nt. s. 3. o.].
12. (art.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. n.) blow [ind. past s. 3.] at [art.] [a. p.] [n. c. nt. s. 3. o.].
13. (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) deal [ind. past s. 3.] [av.] [av.] with [ppr. co. s. 1. o.].

* *There* is a word used to introduce a declarative sentence when for any reason it is desirable to place the subject after the predicate. It may be written as above.

REVIEW QUESTIONS.—What is an Adverbial Phrase? To what may Adverbial Phrases be changed? Rule for punctuating Adverbial Phrases? What is meant by Apposition? Rule for punctuation?

14. (art.) (n. c. nt. s. 3. n.) cling [ind. pres. s. 3.] to [art.] [n. c. nt. s. 3. o.].
15. (ppr. co. s. 1. n.) [av.] shrink [ind. past s. 1.] from [art.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. nt. s. 3. o.].
16. (n. c. nt. s. 3. n.) shrink [ind. fut. p. s. 3.] in [art.] [a. p.] [n. c. nt. s. 3. o.].
17. (n. c. nt. s. 3. n.) be [ind. fut. p. s. 3.] to [ppr. co. s. 1. o.] [art.] [a. s.] [a. s.] [a. s.] [n. c. nt. s. 3. n.] of [ind.] [art.] [a. p.] [n. p. nt. s. 3. o.].

LESSON XXXIII.

PREDICATE NOUN.

THE Noun joined with the Copula to form the Predicate is in the *Nominative Case*; as, The general is an honest man: (art.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.]. The Predicate noun, however, is often understood; as, I am in a hurry. I am a person in a hurry.

Be is not a Copula when it means to exist; as, Time is, time was, time no more shall be.

Become, appear, seem, feel, look, taste, grow, and some passive verbs, especially verbs of calling, naming, making, etc., have the force of the Copula; as, He is called a skilful mechanic. This means that in the opinion of his acquaintances he *is* a skilful mechanic.

Principal Parts of Verbs.

1. Flee,	1. Bleed,	1. Stride,	1. Sweep,
2. Fled,	2. Bled,	2. Strode,	2. Swept,
3. Fled,	3. Bled.	3. Stridden.	3. Swept.

REVIEW QUESTIONS.—Define a Sentence? What is a Subject? A Predicate? A Copula? A Simple sentence? How many subjects in a simple sentence? How many Predicates?

EXERCISE 66.*Write symbols :*

1. Behind the building was the garden.
2. They were our friends, faithful and true.
3. There were a great many trees in the garden.
4. Night is the time for sleep.
5. At the time of his resignation, Dr. Woolsey had been president of Yale College twenty-five years.
6. He has always been a very industrious man.
7. These are obstacles in the way of his success.
8. In the wilderness, locusts were his meat.
9. Old Scrooge was a tight-fisted man at the grindstone.
10. A bee among the flowers of Spring, is one of the most cheerful objects of nature.
11. A tropical mountain is a seat for all the sciences.
12. The cowards fled from the appearance of danger.
13. They will flee to their coverts at the least alarm.
14. For me, the tired wanderer, the balm shall bleed.
15. With haughty step, the boisterous actor strides across the stage.
16. Across the hall of the old baronial castle he boldly strode.
17. Human whirlwinds swept across their shattered forms.

QUESTIONS.—Describe Phrases—(1.) Behind the building. (3.) In the garden. (4.) For sleep. (5.) Of Yale College. Twenty-five years. At the time of his resignation. (8.) In the wilderness. (9.) Among the flowers of Spring. (10.) At the grindstone. (12.) Of danger. (13.) At the least alarm. (14.) For me. (15.) With haughty step. Is the verb *Be* used as a Copula in 1, 2, and 3?

EXERCISE 67.*Write sentences :*

1. (n. p. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.] of [n. c. nt. s. 3. o.].
2. (ppr. m. s. 3. n.) be [ind. pper. s. 3.] [art.] [n. c. m. s. 3. n.] in [art.] [n. c. nt. s. 3. o.] of [n. p. m. s. 3. o.].
3. (n. p. m. s. 3. n.) be [ind. pper. s. 3.] [art.] [av.] [a. p.] [n. c. m. s. 3. n.] in [dem.] [n. c. nt. s. 3. o.].
4. (art.) (n. c. nt. s. 3. n.) be [ind. fut. p. s. 3.] [a. c.] in [art.] [ind.] [n. c. nt. pl. 3. o.].

REVIEW QUESTIONS.—What part of speech is the Subject? The Predicate? What is the Copula? What verbs are often used in the sense of the Copula? What is a Verb?

5. (n. p. m. s. 3. n.) be [ind. past s. 3.] [art.] [n. c. m. s. 3. n.].
6. (ppr. f. s. 3. n.) be [ind. per. s. 3.] [art.] [n. c. f. s. 3. n.] *for* [ind.] [n. c. nt. pl. 3. o.].
7. (ppr. co. s. 1 p.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. c.].
8. (ppr. m. s. 3. n.) be [ind. fut. d. s. 3.] [a. p.].
9. (ppr. m. s. 3. n.) be [ind. fut. p. s. 3.] [a. p.].
10. (ppr. f. s. 3. n.) be [ind. pres. s. 3.] [art.] [a. s.] [n. c. f. s. 3. n.].
11. (a. p.) (n. c. m. pl. 3. n.) bleed [ind. per. pl. 3.] for [n. c. nt. s. 3. o.] on [ind.] [n. c. nt. pl. 3. o.].
12. (n. c. nt. s. 3. n.) cling [ind. pres. s. 3.] with [art.] [a. p.] [n. c. nt. s. 3. o.] to [art.] [n. c. nt. s. 3. o.] of [n. c. nt. pl. 3. o.].
13. (art.) (a. p.) (n. c. m. pl. 3. n.) flee [ind. past pl. 3.] to [art.] [a. s.] [n. c. nt. s. 3. o.] for [n. c. nt. s. 3. o.].
14. (art.) (a. p.) (n. c. m. s. 3. n.) stride [ind. past s. 3.] [av.] to [ppr. co. s. 1. o.] with [art.] [a. p.] [n. c. nt. s. 3. o.].
15. Round about [ppr. nt. pl. 3. o.] (n. c. nt. pl. 3. n.) sweep [ind. pres. pl. 3.].
16. (dem.) (a. p.) (n. c. f. s. 3. n.) of (n. c. nt. s. 3. o.) sweep [ind. past s. 3.] by [ppr. co. s. 1. o.] with [art.] [a. s.] [n. c. nt. s. 3. o.].

LESSON XXXIV.

CONTRACTED SENTENCES.

A **Contracted Sentence** contains either *two* Subjects and *one* Predicate, or *one* Subject and *two* Predicates. Sometimes there are two or more subjects and two or more predicates.

Sentences whose subjects require different forms of the verb should not be contracted by the use of *or* or *nor*; especially the third person singular should not be united to the first or to the second person singular, or the second person to the first, by these connectives.

REVIEW QUESTIONS.—What is the old form of *you*? Decline it. Give the **Emphatic Pronouns**. In what **Cases** are they used? What **Possessive Pronouns** are not followed by nouns? What is the **possessive of Moses**?

Two or more subjects connected by **and** require a plural verb.

If, however, the several subjects refer to one person or thing, the verb must be singular ; as, The statesman and orator (Webster) is dead.

Singular subjects connected by **or** or **nor** require a singular verb.

EXAMPLES : He *or* John *is* in the wrong. You *or* they *have* done it. He *has* made a mistake *or* I *have*. He and they *are* in the wrong. He and I *have* made a mistake. I *am* in the wrong *or* you *are*.

Principal Parts of Verbs.

1. Steal,	1. Spit,	1. Slink,	1. Burst,
2. Stole,	2. Spit,	2. Slunk,	2. Burst,
3. Stolen.	3. Spit.	3. Slunk.	3. Burst.

EXERCISE 68.

Write symbols :

1. The weary traveler and his guide steal away from the prying gaze of a curious throng.
2. A feeling of dread and an icy chilliness stole over me.
3. That filthy tobacco-chewer and his companion have spit upon my clean floor.
4. Then they quietly slunk away in disgrace from the scene.
5. One of them burst into tears at the pitiful sight.
6. John and James, the two unfortunate fellows, were very sorry for their conduct.
7. The cannon or the rifle has burst with a loud report.
8. One large cannon or several muskets have burst.
9. He is untruthful, or you are.
10. Envy lies between beings equal in nature.
11. I am in the wrong, or you are.
12. Men and women run for their lives.

QUESTIONS.—Describe Phrases by telling whether Adjective or Adverbial ; and if Adverbial, tell to which class they belong. What kind of a phrase is—(1.) Of a curious throng ? (2.) Of dread ? Over me ? (4.) In disgrace ? (5.) At the pitiful sight ? (6.) For their conduct ? (7.) With a loud report ? (10.) In nature ? (12.) For their lives ?—A phrase is said to be an *Adjunct* of the word that it modifies. Of what are the above phrases adjuncts ?

EXERCISE 69.

Write sentences :

1. (n. p. m. s. 3. n.) (and) (ppr. m. s. 3. p.) (car.) (n. c. m. pl. 3. n.) [av.] spit [ind. pres. pl. 3.] on [art.] [n. c. nt. s. 3. o.].
2. (art.) (n. c. m. s. 3. n.) (and) (ppr. m. s. 3. p.) (n. c. m. s. 3. n.) steal [ind. past pl. 3.] into [ppr. co. pl. 1. p.] [n. c. nt. s. 3. o.] in [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.].
3. (art.) (a. p.) (n. c. m. s. 3. n.) (and) (n. c. m. s. 3. n.) slink [ind. pres. s. 3.] [av.] from [art.] [n. c. nt. s. 3. o.] of [a. p.] [n. c. m. pl. 3. o.].
4. (car.) (n. c. m. pl. 3. n.) with (n. c. nt. pl. 3. o.) in (ppr. m. pl. 3. p.) (n. c. nt. pl. 3. o.) [av.] burst [ind. past pl. 3.] into [art.] [n. c. nt. s. 3. o.].
5. (art.) (a. p.) (n. c. m. s. 3. n.) lie [ind. per. s. 3.] *for* [ind.] [n. c. nt. pl. 3. o.] on [dem.] [a. p.] [n. c. nt. s. 3. o.].
6. (n. p. m. s. 3. n.) (and) (ppr. co. s. 1. n.) swing [ind. pres. pl. 1.] upon [art.] [n. c. nt. s. 3. o.] *on* [dis.] [n. c. nt. s. 3. o.].
7. (ppr. co. s. 2. n.) be [ind. past s. 2.] in [art.] [n. c. nt. s. 3. o.] (or) (ppr. co. s. 1. n.) be [ind. past s. 1.] *in* [art.] [n. c. nt. s. 3. o.].
8. (n. p. m. s. 3. n.) (n. p. m. s. 3. n.) (and) (n. p. m. s. 3. n.) be [ind. past pl. 3.] [n. c. m. pl. 3. n.] of [a. p.] [n. c. nt. s. 3. o.] in [ppr. m. pl. 3. p.] [a. p.] [n. c. nt. s. 3. o.].
9. (n. c. nt. s. 3. n.) (and) (n. c. nt. pl. 3. n.) [av.] steal [ind. pres. pl. 3.] upon [ppr. co. pl. 1. o.].
10. (n. c. nt. s. 3. n.) (and) (n. c. nt. s. 3. n.) be [ind. pres. pl. 3.] [a. p.] [n. c. nt. pl. 3. n.] *for* [art.] [a. p.] [n. c. nt. s. 3. o.].
11. (Either) (n. p. f. s. 3. n.) (or) (ppr. f. s. 3. p.) (n. c. f. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.] in [n. c. nt. s. 3. o.] to [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.].
12. (art.) (n. c. nt. s. 3. n.) (and) (art.) (n. c. nt. s. 3. n.) sweep [ind. per. pl. 3.] over [ppr. co. pl. 1. o.].
13. (art.) (a. p.) (n. c. m. s. 3. n.) (and) (n. c. m. s. 3. n.) steal [ind. past s. 3.] [av.] (and) hide [ind. past s. 3.] in [art.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. nt. s. 3. o.].
14. (art.) (a. p.) (n. c. m. s. 3. n.) lie [ind. past s. 3.] [av.] upon [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] (and) sink [ind. past s. 3.] into [art.] [a. p.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—Define the First Person. Second Person. Third Person. What is a Pronoun? Give the inflection of I. Thou. He. You. She. It. What number is You?

LESSON XXXV.

TRANSITIVE VERBS.

A **Transitive Verb** requires an object to complete the meaning, or to make a complete statement; as, John loves *study*.

Intransitive Verbs make complete statements without an object; as, The mother weeps.

An *Intransitive Verb* and a Preposition may often be joined so as to form a compound *Transitive Verb*; as, Laugh at; Run against. Whenever the compounds can be used in the passive form, they may be treated as *Transitive Verbs*; as, They laughed at me. *Symbols*: (ppr. co. pl. 3. n.) laugh at [ind. past pl. 3.] {ppr. co. s. 1. o.}. I was laughed at by them. *Symbols*: (ppr. co. s. 1. n.) laugh at [ind. past pas. s. 1.] by [ppr. co. pl. 3. o.].

The object of a *Transitive Verb* is said to be in the Objective Case. In English, the Nominative and Objective Cases of Nouns have the same form. Case is a name given to the relation of Nouns to other words; as, *John* struck *Henry*. The relation of John to struck is called *Nominative*, and the relation of Henry to struck is called *Objective*.

The object of the Predicate Verb is inclosed in { }. The policeman struck the unmanageable rowdy with his club. *Symbols*: (art.) (n. c. m. s. 3. n.) strike [ind. past s. 3.] {art.} {a. p.} {n. c. m. s. 3. o.} with [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].

Principal Parts of Verbs.

1. Begin,	1. Behold,	1. Beat,	1. Bear,
2. Began,	2. Beheld,	2. Beat,	2. Bore,
3. Begun.	3. Beheld.	3. Beaten.	3. Borne.

REVIEW QUESTIONS.—How many Cases are there? Define each. How is the possessive singular formed? Possessive plural? How should Proper Nouns be written? How should each sentence of an Exercise begin?

EXERCISE 70.*Write symbols :*

1. He beat them in a bloody battle.
2. They shall beat their spears into pruning-hooks.
3. I will beat down his foes before his face.
4. He shall bear the blame for ever.
5. Henry Clay and his contemporary Daniel Webster, bore a conspicuous part in the politics of that period.
6. Benjamin Franklin, the philosopher and statesman, began his illustrious career in a printing-office.
7. Henry and I have beheld a glorious sight.
8. The workmen have already begun the construction of a bridge across the river at Poughkeepsie.
9. We bore with resistless force the British lion back.
10. They beheld a black cloud in the western sky.
11. The affrighted air with a shudder bore to the chieftain's door the terrible, grumbling roar.

QUESTIONS.—What kind of a phrase is—(1.) In a bloody battle ? (2.) Into pruning-hooks ? (3.) Is "beat down" a compound Transitive Verb ? What kind of a phrase is—(4.) Before his face ? (5.) In the politics ? Of that period ? (6.) In a printing-office ? (7.) Of a bridge ? Across the river ? (8.) With resistless force ? (9.) With a shudder ? To the chieftain's door ?

EXERCISE 71.*Write sentences :*

1. (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) beat [ind. per. s. 3.] {art.} {n. c. m. s. 3. o.} in [art.] [a. s.] [n. c. nt. s. 3. o.].
2. (art.) (n. c. m. s. 3. n.) beat [ind. pres. s. 3.] {n. c. nt. s. 3. o.} into [av.] [a. p.] [n. c. nt. pl. 3. o.].
3. After [art.] [a. p.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) begin [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} toward {n. p. nt. s. 3. o.}.
4. (ppr. m. s. 3. n.) [av.] bear [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} of {art.} {n. c. nt. s. 3. o.}.
5. (n. p. m. s. 3. n.) begin [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} of {art.} {n. c. nt. s. 3. o.} in [n. p. nt. s. 3. o.] during [dem.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—When is a noun in Apposition ? Rule for Punctuation of appositives ? In what tenses Have used as an auxiliary ? Present Tense of Have ? Past ? Future ? Principal parts of sink, sleep, slide.

6. On [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) behold
[ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} of {a. p.} {n. c. nt.
s. 3. o.}.
7. (art.) (a. p.) (n. c. f. s. 3. n.) steal [ind. per. s. 3.] {art.} {n. c.
nt. s. 3. o.} of {a. p.} {n. c. nt. pl. 3. o.} from [ppr. co. s.
1. p.] [n. c. nt. s. 3. o.].
8. (art.) (a. p.) (n. c. nt. s. 3. n.) sweep [ind. past s. 3.] {art.} {n. c.
nt. s. 3. o.} from [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt.
s. 3. o.].
9. [av.] at [n. c. nt. s. 3. o.] (a. p.) (n. c. nt. pl. 3. n.) blow [ind.
pres. pl. 3.] {a. p.} {n. c. nt. pl. 3. o.} from [art.] [a. p.]
[n. c. nt. s. 3. o.].
10. (ppr. co. s. 1. n.) bear [ind. pres. s. 1.] *toward* [ppr. co. s.
2. o.] {ind.} {a. p.} {n. c. nt. s. 3. o.}.

LESSON XXXVI.

INFINITIVE MOOD.

THE **Infinitive Mood** simply names an action, without limiting it by Number or Person. This mood has only two tenses, the **Present** and the **Present Perfect**.

The **Present Tense** is formed by placing **to** before the *First Part* of the verb; as, To love, To be, To have. To write. *Symbol*: write [inf. pres.].

The **Present Perfect Tense** is formed by placing **have** before the *Third Part* of the verb; as, *To have loved*. *Symbol*: love [inf. per.].

One form of the Infinitive ends in **ing**; as, By its *taking*. *Symbols*: By (ppr. nt. s. 3. p.) take [inf. ing.]. By its *being qualified*. *Symbols*: By [ppr. nt. s. 3. p.] qualify [inf. ing. pas.]. By his *having loved*. *Symbols*: By [ppr. m. s. 3. p.] love [inf. ing. per.].

REVIEW QUESTIONS.—What is a Pronoun? Decline the pronoun of the First Person. Of the Second Person. Of the Third Person masculine gender. Feminine gender. Neuter gender.

The *Infinitive* in **ing** is used as a noun; that is, it may be the **subject** of a sentence, or the **object** of a verb or of a preposition. It may be qualified by an Adjective, the Article **the**, and by a Possessive Pronoun. It may be distinguished from a verbal noun of the same form by its taking an Object, by its being qualified by an Adverb, and in its never being qualified by **A**, or **An**, or inflected for number.

Principal Parts of Verbs.

1. Beseech,	1. Bind,	1. Bite,	1. Break,
2. Besought,	2. Bound,	2. Bit,	2. Broke,
3. Besought.	3. Bound.	3. Bitten.	3. Broken.

EXERCISE 72.

Write symbols :

1. The poor woman began to beseech her cruel tormentor for mercy.
2. The young man strove with all his strength to rise above his trials.
3. I beseech you to deal justly with him.
4. Through Athens's gate we have devised to steal.
5. He came to break the bonds of the slave.
6. The brave sailor sprung into the river to swim after the unfortunate boy.
7. Mr. Sumner rose to speak upon the question before the house.
8. My uncle John has gone to dwell in the great city.
9. The messenger ran with all his might to bear the tidings of victory to the anxious general.
10. He came across the room to speak to cousin Laura.
11. Rowing is very good exercise.

QUESTIONS.—What is the object of—(1.) “Began?” Of what is “tormentor” the object? What kind of a phrase is—For mercy? Of what is it an adjunct? What kind of a phrase is—(2.) With all his might? “To rise” is an adjunct of what? What kind of a phrase is—Above his trials? Of what is—(3.) To deal, an adjunct? What kind of a phrase is—(4.) Through Athens's gate? (5.) Of the slave? (9.) Of victory? To the anxious general?

REVIEW QUESTIONS.—How is a verb conjugated in the Present Tense? What does the Present Perfect Tense denote? What is the symbol? Define the Past Perfect Tense?

EXERCISE 73.

Write sentences :

1. (dem.) (a. p.) (n. c. m. s. 3. n.) think [ind. past s. 3.] **ride**
{inf. pres.} over {art.} {a. p.} {n. c. nt. s. 3. o.}.
2. (ppr. co. pl. 1. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) **begin**
[ind. past s. 3.] swear {inf. ing.} at {art.} {a. p.} {a. p.} {n. c. f. s. 3. o.}.
3. (art.) (a. p.) (n. c. f. s. 3. n.) & (ppr. f. s. 3. p.) (a. p.) (n. c. m. s. 3. n.) come [ind. past pl. 3.] weep [inf. pres.] at [ppr. co. pl. 3. p.] [n. c. f. s. 3. p.] [n. c. nt. s. 3. o.].
4. (art.) (n. c. m. s. 3. n.) go [ind. per. s. 3.] bind [inf. pres.] [av.]
[art.] [a. p.] [n. c. m. s. 3. p.] [n. c. nt. pl. 3. o.].
5. (ppr. m. s. 3. n.) run [ind. past s. 3.] behold [inf. pres.] [art.]
[a. p.] [n. c. nt. s. 3. o.].
6. Write (inf. ing.) (n. c. nt. pl. 3. o.) to (n. c. co. pl. 3. o.) be
[inf. pres. s. 3.] [av.] [a. p.] [n. c. nt. s. 3. n.].
7. (ppr. co. pl. 1. n.) be [ind. pres. pl. 1.] [a. p.] break [inf. pres.]
[a. p.] [n. c. nt. pl. 3. o.].
8. (ppr. nt. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.] stick (inf. pres.) (n. c. nt. pl. 3. o.) into (ind. co. s. 3. p.) (n. c. nt. pl. 3. o.).
9. (art.) (a. p.) (n. c. m. s. 3. n.) fall [ind. past s. 3.] to break
[inf. ing.] [art.] [n. c. nt. pl. 3. o.] with [ind.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
10. (dem.) (a. p.) (n. c. m. s. 3. n.) strive [ind. pres. s. 3.] hide
[inf. pres.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] under [art.]
[n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].

LESSON XXXVII.

INFINITIVES.

A **Verb** in the **Infinitive Mood** may depend upon—

1. A **Preceding Finite Verb**; as, They *seemed* to envy each other.

2. A **Noun** or a **Pronoun**; as, His *eagerness* to learn.
Infinitives expressing purpose are said to be *Gerunds*.

REVIEW QUESTIONS.—Give the meaning of each, such, every, neither, many, any, some, all, both, several, few, other. Name the Distributives. Define Cardinal. Ordinal.

3. An **Adjective**; as, He is *eager* to learn.

4. Another **Infinitive**; as, He promised *to try* to improve.

5. An **Adverb**; as, He knows *how* to act.

The **Infinitive** may be the subject or the object of a sentence, or be used as a Predicate Noun; as, *To die* is gain; He began *to improve*; To be good is *to be happy*.

Principal Parts of Verbs.

1. Breed,	1. Bring,	1. Buy,	1. Choose,
2. Bred,	2. Brought,	2. Bought,	2. Chose,
3. Bred.	3. Brought.	3. Bought.	3. Chosen.

EXERCISE 74.

Write symbols :

1. His great anxiety was to breed his brother a Protestant.
2. I wish you to run to Mr. B.'s on an errand for me.
3. I choose to dwell in the country during the Summer.
4. The wind begins to blow very hard.
5. In his haste to be rich, he fell into great temptation.
6. He was capable of breeding (inf. ing.) discontent among the men.
7. The wealthy merchant has gone to New York to buy goods.
8. The new teacher is able to bring those refractory boys to terms.
9. It is always wise to buy useful articles at a low price.
10. He shrunk from beholding the horrible spectacle.
11. There is a time to weep.
12. I beseech you to bring me that book about animals.
13. He chose to think differently on every subject.
14. In his eagerness to run well, the candidate was guilty of buying many voters.
15. John Newton, a patient student, at last thought how to begin his composition.

QUESTIONS.—How is—(1.) “To breed” used? In what case is “Protestant”? Why? Object of—(2.) Wish? Of what is “to run” an adjunct? What kind of a phrase is—For me? (3.) In the country? During the Summer? Has (4.) “begins” an object? Of what is—(5.) “In his haste to be rich” an adjunct? (6.) Among the men? What difference between the phrases—(7.) To New York and To buy goods? (8.) “To terms” is what kind of a phrase, and of what is it an adjunct?

EXERCISE 75.

Write sentences :

1. (dem.) (a. p.) (n. c. m. s. 3. n.) (and) (ppr. m. s. 3. p.) (n. c. f. s. 3. n.) strive [ind. pres. pl. 3.] bear [inf. pres.] [ppr. co. pl. 3. p.] [n. c. nt. pl. 3. o.] [av.].
2. (art.) (n. c. m. pl. 3. n.) be [ind. pres. pl. 3.] [a. p.] begin [inf. pres.] [n. c. nt. s. 3. o.] on [art.] [a. p.] [n. c. nt. s. 3. o.].
3. (dem.) (a. p.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.] bite [inf. pres.] [a. p.] [n. c. m. pl. 3. o.].
4. (art.) (a. p.) (n. c. m. s. 3. n.) shrink [ind. past s. 3.] from bleed [inf. ing.] [art.] [a. p.] [n. c. f. s. 3. o.].
5. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) go [ind. per. s. 3.] speak [inf. pres.] to [art.] [n. c. m. s. 3. o.] about [ppr. nt. s. 3. o.].
6. (ppr. co. s. 1. n.) beseech [ind. pres. s. 1.] {ppr. co. s. 2. o.} tread {inf. pres.} {av.} in {art.} {n. c. nt. s. 3. o.} of {art.} {a. p.} {n. c. m. s. 3. o.}.
7. (n. p. m. s. 3. n.) be [ind. past s. 3.] about speak [inf. pres.] to [art.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
8. (art.) (n. c. m. pl. 3. n.) run [ind. past pl. 3.] fall [inf. pres.] into [rec. m. s. 3. p.] [n. c. nt. pl. 3. o.].
9. For [ind.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) choose [ind. past s. 3.] buy [inf. pres.] [art.] [a. c.] [n. c. nt. s. 3. o.].
10. (ppr. m. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.] buy [inf. pres.] [art.] [a. c.] [n. c. nt. s. 3. o.].
11. (dem.) (a. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) begin [ind. per. s. 3.] breed [inf. pres.] {n. c. nt. s. 3. o.} among {art.} {n. c. m. pl. 3. o.}.
12. (art.) (a. p.) (n. c. m. s. 3. n.) fall [ind. past s. 3.] to beat [inf. ing.] [art.] [a. p.] [n. c. f. s. 3. o.].

LESSON XXXVIII.

THE IMPERATIVE MOOD.

THE **Imperative Mood** expresses *Command, Entreaty, Exhortation, and Permission.*

REVIEW QUESTIONS.—Give the principal parts of Sink. Sleep. Slide. Spring. Stand. Stick. Strive. Swear. Shine. Speak. Swim. Think. Lie. Come.

A verb in the Imperative Mood is *always* in the *Present Tense* and *Second Person*; as, *singular* — Love thou; *plural* — Love you, or ye.

The subject of a verb in the Imperative Mood is *always* *Thou, You, or Ye*, and is generally omitted. *Symbol*: [imp. pres.].

When a person is addressed by name the noun is in the *Nominative Case Independent*, and has no connection with the rest of the sentence. The symbols of the Case Independent are not enclosed; as, John, come here. *Symbol*: n. p. m. s. 3. n. (*ppr. co. s. 2. n.*) come [imp. pres.] [av.].

Principal Parts of Verbs.

Regular Verbs are those that form their Second and Third Parts by adding **ed** to the First Part.

Verbs used in the Exercises must be considered *Regular* unless their principal parts have already been given.

1. Chide,	1. Cut,	1. Do,	1. Cleave,
2. Chid,	2. Cut,	2. Did,	2. Cleft,
3. Chidden.	3. Cut.	3. Done.	3. Cleft.

EXERCISE 76.

Write symbols:

1. Gently chide the erring pupil.
2. Cleave asunder the flinty rock.
3. Cut this flesh from off his breast.
4. Loop-holes cut through thickest shade.
5. Do thy work well.
6. Go thy way for this time.
7. Sleep on now.
8. Tread lightly o'er his moldering form.
9. Behold the Lamb of God.
10. Choose your companions with great care.

REVIEW QUESTIONS.—Define the Future Perfect Tense. How is it formed? How does the Copula Be form a Predicate? What are the principal parts of Be? What is the Present Tense of Be? Past Tense? Future Tense?

11. Stand up for your rights.
12. Dwell peaceably with all men.
13. Run patiently the race before you.
14. Strive to do thy work well.
15. Speak kindly to that poor soldier.
16. Think of her mournfully.
17. Come nearer to my side.
18. Do thy duty in the fear of God.
19. Deal justly with all men.
20. Flee from the hand of the destroyer.
21. Beseech your friend to come to our aid.
22. Come again at some more convenient time.

QUESTIONS.—What is the subject of sentence (1)? Of what is (3) "his breast" the object? What is the subject (4)? What kind of a phrase is—(6.) For this time? (8.) O'er his moldering form? (10.) With great care? (11.) For your rights? (12.) With all men? (13.) Before you? (15.) To that poor soldier? (16.) Of her? (17.) To my side? (18.) In the fear of God? (20.) Of the destroyer?

EXERCISE 77.

Write sentences :

1. Cleave [imp. pres.] (*ppr. co. s. 2. n.*) {dem.} {a. p.} {n. c. nt. s. 3. o.} into [car.] [a. p.] [n. c. nt. pl. 3. o.].
2. Cut [imp. pres.] (*ppr. co. s. 2. n.*) {ppr. co. s. 2. p.} {a. p.} {n. c. nt. pl. 3. o.} [av.].
3. Chide [imp. pres.] (*ppr. co. s. 2. n.*) {ppr. co. s. 2. p.} {n. c. m. s. 3. o.} for [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
4. Do [imp. pres.] (*ppr. co. s. 2. n.*) {dem.} {n. c. nt. s. 3. o.} in [art.] [a. p.] [n. c. nt. s. 3. o.].
5. Buy [imp. pres.] (*ppr. co. pl. 2. n.*) {ppr. co. pl. 2. p.} {n. c. nt. pl. 3. o.} at [art.] [a. s.] [n. c. nt. s. 3. o.].
6. Bring [imp. pres.] (*ppr. co. s. 2. n.*) to [ppr. co. s. 1. o.] {art.} {a. p.} {a. p.} {n. c. nt. s. 3. o.}.
7. Choose [imp. pres.] (*ppr. co. s. 2. n.*) {ppr. co. s. 2. p.} {n. c. co. s. 3. o.} for [art.] {a. s.} {n. c. nt. s. 3. o.}.
8. Bind [imp. pres.] (*ppr. co. s. 2. n.*) {dem.} {a. p.} {n. c. nt. s. 3. o.} upon [ppr. co. s. 2. p.] [n. c. nt. pl. 3. o.].
9. Sweep [imp. pres.] [av.] (*ppr. co. pl. 2. n.*) {dem.} {n. c. nt. pl. 3. o.} on [art.] {a. p.} {n. c. nt. s. 3. o.}.

REVIEW QUESTIONS.—What is a Demonstrative? Name them. Define Cardinal Adjectives. Ordinal. *This* and *That* are how used? *Former* and *Latter*? Name the *Indefinites*. Symbol for Demonstrative Adjective? For Demonstrative Pronoun?

10. Run [imp. pres.] (*ppr. co. s. 2. n.*) [av.] {art.} {n. c. nt. s. 3. o.} before {ppr. co. s. 2. o.}.
11. Rise [imp. pres.] (*ppr. co. s. 2. n.*) [av.] in [art.] [n. c. nt. s. 3. o.].
12. Go [imp. pres.] (*ppr. co. s. 2. n.*) to [n. c. nt. s. 3. o.] *on* [dis.] [n. c. nt. s. 3. o.].
13. Deal [imp. pres.] (*ppr. co. s. 2. n.*) [av.] with [ppr. co. s. 2. p.] [n. c. m. s. 3. o.].
14. [av.] sleep [imp. pres.] (*ppr. co. s. 2. n.*) in [art.] [a. p.] [n. c. nt. s. 3. o.].

LESSON XXXIX.

ELLIPTICAL INFINITIVE.

THE Infinitive, *without the sign to*, is used after the following verbs :

Bid (2. Bid, Bade; 3. Bidden, Bid), used transitively to express a command; as, Bid me *come* to thee.

Dare (2. Durst, or Dared; 3. Dared), when used intransitively; as, I dare *do* right.

Feel (2. Felt; 3. Felt), when used transitively; as, I felt it *move*.

Let (2. Let; 3. Let); as, Let me *go*; He let me *play*.

Need (2. Needed; 3. Needed), when used intransitively and negatively; as, They need not obey him. Need is often used in the Third Person Singular without the *s*; as, He need not *go*.

See (2. Saw; 3. Seen); as, I saw him *do* it.

The Elliptical Infinitive, that is, the Infinitive without the sign **to**, is sometimes used after *Have*, *Hear*, and *Make*.

The Elliptical Infinitive always follows *May*, *Can*, *Must*, and the Past Tense of *Shall* and *Will*.

REVIEW QUESTIONS.—How are the Present Perfect, Past Perfect, and Future Perfect Tenses of *Be* formed? In what tenses is *Be* inflected for Person and Number? Do the Person and Number of the subject require any particular form of the verb?

By considering **May, Can, Must, Shall, and Will** as verbs in the Indicative Mood, those forms usually called the Potential Mood become a union of the Indicative and the Infinitive ; as, I can write = I can to write ; or, I *am able* to write.

The *Indicative* and the *Infinitive* together constitute the Predicate Verb. The object of the Infinitive is the object of the Predicate Verb ; as, John can write a good letter. *Symbol*: (n. p. m. s. 3. n.) can [ind. pres. s. 3.] write [inf. pres.] {art.} {a. p.} {n. c. nt. s. 3. o.}.

Principal Parts of Verbs.

1. Draw,	1. Drink,	1. Drive,	1. Eat,
2. Drew,	2. Drank,	2. Drove,	2. Ate,
3. Drawn.	3. Drunk.	3. Driven.	3. Eaten.

EXERCISE 78.

Write symbols :

1. John, bid the woodman cut down that tall pine-tree.
2. I dare do right.
3. I felt a sharp pain run through my breast.
4. Brown the artist has drawn several fine pictures for his friends in the City.
5. Henry, you have drunk all the water in the pitcher.
6. Father, make Charles black my boots.
7. Harry, you lazy boy, black your own boots.
8. Hear that noisy boy boast.
9. Please hear me recite my lesson.
10. He need never be afraid of knowing too much.
11. Let the conceited simpleton learn the hard lessons of experience.
12. He will then see his little stock of knowledge turn to thin emptiness.
13. I saw Charles eat the pie.
14. He will hardly dare deny it.

REVIEW QUESTIONS.—What is an Adjective ? Proper Adjective ? Phrase ? Adjective Phrase ? Symbol for Proper Adjective ? What proper adjective is derived from the noun Ireland ? Switzerland ? Holland ? Cuba ? France ?

15. I expect to have the tailor make me a nice coat.

16. The wind drove the ship out of her course.

QUESTIONS.—In what case is—(1.) John ? Is “cut down” a compound verb ? Is (2.) “right” a noun ? What is the object of—(3.) Felt ? What kind of a phrase is—(4.) For his friends ? In the City ? Why does “City” begin with a Capital ? What kind of a phrase is—(5.) In the pitcher ? Construction of—(5.) Henry ? (6.) Father ? (7.) Harry ? Is (10.) “Knowing” an Infinitive ? What kind of a phrase is—(11.) Of experience ? (12.) Of knowledge ? To thin emptiness ? (16.) Out of her course.

EXERCISE 79.

Write sentences :

1. After [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.] (n. c. nt. s. 3. n.) bid [ind. pres. s. 3.] {ppr. co. pl. 1. o.} rest {inf. pres.}.
2. Let [imp. pres.] (ppr. co. s. 2. n.) {art.} {a. p.} {n. c. m. s. 3. o.} govern {inf. pres.} {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.}.
3. (ppr. co. s. 1. n.) dare [ind. pres.] face {inf. pres.} [art.] [n. c. nt. s. 3. o.] of [n. c. m. pl. 3. o.].
4. (art.) (n. c. m. s. 3. n.) of (n. c. m. pl. 3. o.) make [ind. past s. 3.] {ppr. m. s. 3. o.} leave {inf. pres.} {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} at {n. c. nt. s. 3. o.}.
5. (ppr. m. s. 3. n.) need [ind. pres. s. 3.] [av.] lose {inf. pres.} [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
6. (ppr. co. s. 1. n.) hear [ind. past s. 1.] {ppr. m. s. 3. o.} give {inf. pres.} {n. c. nt. pl. 3. o.} to {art.} {n. c. m. pl. 3. o.}.
7. (ppr. co. s. 1. n.) [av.] see [ind. per. s. 1.] {n. p. m. s. 3. o.} drink {inf. pres.} {n. c. nt. s. 3. o.} at {a. p.} {n. c. nt. pl. 3. o.}.
8. (ppr. co. s. 2. n.) hear [imp. pres.] {art.} {a. p.} {n. c. m. s. 3. o.} speak {inf. pres.} of {art.} {n. c. nt. pl. 3. o.} of {art.} {a. p.} {n. c. nt. s. 3. o.}.
9. (ppr. co. s. 2. n.) let [imp. pres.] {art.} {a. p.} {n. c. m. s. 3. o.} drive {inf. pres.} {ppr. m. s. 3. p.} {n. c. f. s. 3. o.} into {a. c.} {n. c. nt. s. 3. o.}.
10. (ppr. co. s. 1. n.) feel [ind. past s. 1.] {art.} {n. c. nt. s. 3. o.} draw {inf. pres.} {av. c.} around {ppr. co. s. 1. o.}.
11. (ppr. co. s. 1. n.) see [ind. past s. 1.] {n. p. m. s. 3. o.} break {inf. pres.} {art.} {n. c. nt. s. 3. o.} in {art.} {a. p.} {n. c. nt. s. 3. o.}.

REVIEW QUESTIONS.—In what case is the Predicate Noun ? Is the Predicate Noun ever understood ? Illustrate by examples. When is Be not a Copula ? What other verbs have the force of the Copula ?

LESSON XL.

CAN.

Can, one of the verbs after which the Infinitive loses its sign **to**, generally expresses **Ability**, when the subject is a masculine or a feminine noun or pronoun ; and **Possibility**, when the subject is a neuter noun and the following Infinitive passive ; as, I can do it ; John can see to it ; It can be done ; The statement can be proved.

Can has but two tenses, the Present and the Past.

*Present Tense.**Singular.*

1. I can,
2. You can,
3. He can.

Plural.

1. We can,
2. You can,
3. They can.

*Past Tense.**Singular.*

1. I could,
2. You could,
3. He could.

Plural.

1. We could,
2. You could,
3. They could.

In the sentence—I can do it—*Can* is in the Present Indicative, and *do* is an Elliptical Infinitive. The full form is, I can to do it. *Symbols*: (ppr. co. s. 1. n.) can [ind. pres. s. 1.] do [inf. pres.] {ppr. nt. s. 3. o.}.

Principal Parts of Verbs.

- | | | | |
|----------|------------|-----------|-----------|
| 1. Feed, | 1. Fight, | 1. Find, | 1. Fling, |
| 2. Fed, | 2. Fought, | 2. Found, | 2. Flung, |
| 3. Fed. | 3. Fought. | 3. Found. | 3. Flung. |

REVIEW QUESTIONS.—How is the Comparative Degree formed ? The Superlative ? How many Degrees are there ? What change in Adjectives ending in *y* ? Compare shallow, tall, mad. Name an Adjective that cannot be compared.

EXERCISE 80.*Write symbols :*

1. An industrious man can make a fortune in a few years.
2. A good-natured man can fling cares to the wind.
3. Our Saviour could feed a multitude of people upon a few loaves.
4. A skilful general can sometimes fight successful battles under great disadvantages.
5. That boy can find enough to do at all times.
6. A boatman can fling a rope to a dock many yards distant.
7. He could draw very good pictures on the blackboard.
8. My brother can eat a whole pie at a sitting.
9. I can drink two glasses of lemonade.
10. That fellow can feed my horse without all that fuss.
11. You can strive to do your duty.
12. Prof. D. can speak four different languages.
13. My brother's wife can drive the most spirited horses.
14. Any person with the money in his pocket can now buy a house at a very low price.
15. She could have found a more suitable companion.

QUESTIONS.—Describe Phrases—(1.) In a few years. (2.) To the wind. (3.) Of people. Upon a few loaves. (4.) Under great disadvantages. (5.) At all times. (6.) Many yards distant. (7.) On the blackboard. (8.) At a sitting. (9.) Of lemonade. Which sentences contain *objects*? Name the object in each of them.

EXERCISE 81.*Write sentences :*

1. (ppr. co. pl. 1. p.) (a. p.) (n. c. co. s. 3. n.) can [ind. pres. s. 3.] creep [inf. pres.] across [art.] [a. p.] [n. c. nt. s. 3. o.].
2. (art.) (a. p.) (n. c. m. s. 3. n.) can [ind. pres. s. 3.] fight [inf. pres.] [av.] in [n. c. nt. s. 3. o.] of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
3. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) can [ind. past s. 3.] fight [inf. per.] [av. c.] in [art.] [a. c.] [n. c. nt. s. 3. o.].
4. (ppr. co. s. 2. n.) can [ind. pres. s. 2.] find [inf. pres.] [a. c.] {n. c. nt. s. 3. o.} in [ppr. co. pl. 1. p.] [n. c. nt. s. 3. o.].
5. (dem.) (a. p.) (n. c. m. s. 3. n.) can [ind. pres. s. 3.] feed [inf. pres.] {ppr. co. s. 1. p.} {n. c. m. pl. 3. o.} [av. c.].

REVIEW QUESTIONS.—What is a Contracted Sentence? When should not sentences be contracted? Two or more subjects connected by "and" require what number in the verb? Is there any exception?

6. (ind.) (n. c. m. pl. 3. n.) can [ind. pres. pl. 3.] bite [inf. pres.] [av.] {art.} {n. c. nt. s. 3. o.}.
7. (ind.) (a. p.) (n. c. m. s. 3. n.) can [ind. pres. s. 3.] cleave [inf. pres.] [av.] {art.} {a. p.} {n. c. nt. s. 3. o.}.
8. (ppr. m. s. 3. n.) can [ind. past s. 3.] speak [inf. pres.] [av.] on [ind.] [n. c. nt. s. 3. o.].
9. (ppr. co. s. 1. n.) can [ind. past s. 1.] buy [inf. per.] {dem.} {n. c. nt. s. 3. o.} at [art.] [n. c. nt. s. 3. o.] [av.]* for [art.] [av.] [a. c.] [n. c. nt. s. 3. o.].
10. (ppr. co. s. 1. n.) can [ind. pres. s. 1.] sleep [inf. pres.] [av.] on [art.] [a. p.] [n. c. nt. s. 3. o.].
11. (ppr. m. s. 3. n.) can [ind. past s. 3.] find [inf. per.] {a. p.} {n. c. nt. s. 3. o.} for {art.} {n. c. nt. s. 3. o.} of {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} in {dem.} [n. c. nt. s. 3. o.].
12. (ppr. co. pl. 1. p.) (n. c. co. s. 3. n.) can [ind. past s. 3.] chide [inf. pres.] {ppr. co. pl. 1. o.} in [art.] [av.] [a. p.] [n. c. nt. s. 3. o.].

* Ago.

LESSON XLI.

MAY.

May is followed by the Elliptical Infinitive, and expresses—

I. Permission, only when the reference is to a person ; as, You may come. *Symbols*: (ppr. co. s. 2. n.) may [ind. pres. s. 2.] come [inf. pres.].

II. Concession; as, The report may be true. *Symbols*: (art.) (n. c. nt. s. 3. n.) may [ind. pres. s. 3.] be [inf. pres.] [a. p.].

III. A wish; as, May peace attend you. *Symbols*: May [ind. pres. s. 3.] (n. c. nt. s. 3. n.) attend [inf. pres.] {ppr. co. s. 2. o.}.

May has but two tenses, Present and Past.

REVIEW QUESTIONS.—Define the Past Tense. Which part of the verb is it ? Is it changed by inflection ? What are the Principal Parts of Fall ? Fly ? Go ? Give the Present Tense of Love. The Past Tense.

INDICATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I may,	1. We may,
2. You may,	2. You may,
3. He may.	3. They may.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I might,	1. We might,
2. You might,	2. You might,
3. He might.	3. They might.

Principal Parts of Verbs.

1. Freeze,	1. Forsake,	1. Get,	1. Give,
2. Froze,	2. Forsook,	2. Got,	2. Gave,
3. Frozen.	3. Forsaken.	3. Got.	3. Given.

EXERCISE 82.*Write symbols :*

1. The water-pipes may freeze to-night.
2. He might then have forsaken his evil companions.
3. The king might have got him to engage in a life of business.
4. You may give the poor boy something to eat.
5. That wretched victim of the wine-cup might have frozen to death in the gutter.
6. May he give more liberally to a less worthy cause.
7. You may safely confide in him.
8. He may be able to fight successfully against such odds.
9. You may begin to study the German language at an early day.
10. You can soon learn its leading principles.
11. George Washington might have fallen in one of the early battles of the war.
12. An able speaker can convince the people of the righteousness of our cause.
13. I can give you a copy of my new book in a few days.

QUESTIONS.—Describe phrases—(3.) In a life. Of business. (5.) Of the wine-cup. To death. In the gutter. (6.) To a less worthy cause. (7.) In him. (8.) Against such odds. (9.) At an early day. (11.) In one of the early battles. Of the war. (12.) Of the righteousness of our cause. (13.) Of my new book. In a few days. Of what is "boy" (4.) the object? (13.) "You"?

EXERCISE 83.

Write sentences :

1. (ppr. m. s. 3. n.) can [ind. pres. s. 3.] begin [inf. pres.] {ppr. m. s. 3. p.} {n. c. nt. pl. 3. o.} at [ind.] [n. c. nt. s. 3. o.].
2. (art.) (n. c. nt. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) may [ind. pres. s. 3.] freeze [inf. pres.] before [n. c. nt. s. 3. o.].
3. May [ind. pres. s. 2.] (ppr. co. s. 2. n.) get [inf. pres.] {art.} {a. c.} {n. c. nt. s. 3. o.}.
4. (ppr. co. s. 1. n.) may [ind. pres. s. 1.] give [inf. pres.] {av. c.} at [ind.] [ind.] [n. c. nt. s. 3. o.].
5. (n. p. m. s. 3. n.) (dem.) (a. p.) (n. c. m. s. 3. n.) may [ind. pres. s. 3.] {av.} be [inf. pres.] {a. p.} get [inf. pres.] {art.} {a. c.} [n. c. nt. s. 3. o.].
6. (art.) (a. p.) (n. c. m. s. 3. n.) may [ind. past s. 3.] bleed [inf. per.] to [n. c. nt. s. 3. o.] in [dem.] {a. p.} [n. c. nt. s. 3. o.].
7. (ppr. co. s. 2. n.) may [ind. pres. s. 2.] have [inf. pres.] {art.} {a. s.} {n. c. nt. s. 3. o.} in {ppr. co. s. 1. p.} {n. c. nt. s. 3. o.} for [car.] [n. c. nt. pl. 3. o.].
8. (art.) (n. c. m. pl. 3. n.) may [ind. pres. pl. 3.] fly [inf. pres.] {ppr. m. pl. 3. p.} {n. c. nt. pl. 3. o.} after [n. c. nt. s. 3. o.].
9. (dem.) (a. p.) (n. c. f. s. 3. n.) may [ind. past s. 3.] go [inf. per.] to [n. c. nt. s. 3. o.] at [car.] [n. c. nt. pl. 3. o.] {av.}.
10. (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) of (art.) (a. p.) (n. c. nt. s. 3. o.) may [ind. past s. 3.] give [inf. per.] to [art.] {a. p.} [n. c. f. s. 3. o.] {art.} {a. c.} {n. c. nt. s. 3. o.}.

LESSON XLII.

MUST.

Must is followed by the Elliptical Infinitive, and expresses present obligation or necessity. It is used only in the Present Tense ; as, I must, You must, He must, etc.

Obligation : We must obey the laws. *Symbols :*

REVIEW QUESTIONS.—What Case is me ? Him ? He ? I ? My ? Our ? We ? You ? Yours ? Them ? Her ? They ? Their ? It ? His ? She ? Your ? Us ? Its ?

(ppr. co. pl. 1. n.) must [ind. pres. pl. 1.] obey [inf. pres.]
 {art.} {n. c. nt. pl. 3. o.}.

Necessity: A man must eat for nourishment. *Symbols:* (art.) (n. c. m. s. 3. n.) must [ind. pres. s. 3.] eat [inf. pres.] for [n. c. nt. s. 3. o.].

Principal Parts of Verbs.

1. Grind,	1. Hear,	1. Hold,	1. Keep,
2. Ground,	2. Heard,	2. Held,	2. Kept,
3. Ground.	3. Heard.	3. Held.	3. Kept.

EXERCISE 84.

Write symbols :

1. I must obey my father in all things.
2. Such moments must come in the life of every man.
3. We must let him pass for a man.
4. The miller must grind four bushels of wheat for Mr. Jones.
5. I must hear Wendell Phillips's lecture on "The Lost Arts."
6. You must give me that new book.
7. He must choose his course without longer delay.
8. Those boys must keep their feet dry.
9. He may be able to grind your grist to-morrow.
10. I could hear the rumbling of cannon.
11. You may speak softly.
12. I can distinctly hear every word at this distance.
13. The stone-cutter can easily cleave the huge rock.
14. This peopled world could spare not one to watch beside the clay.
15. We must begin our labors in a new field to-morrow.
16. That careless pupil must revise his work.
17. I can find a better book for you in my library.
18. You must hold fast to your integrity.
19. I must speak to some skilful physician about my throat.
20. You must go to Dr. B.'s office with me.

QUESTIONS.—What kind of a phrase is—(1.) In all things? (2.) In the life? Of every man? (3.) For a man? (4.) Of wheat? For Mr. Jones? (7.) Without longer delay? (10.) Of cannon? (12.) At this distance? (14.) Beside his clay? (15.) In a new field? (18.) To your integrity? (19.) About my throat? What is the object of (5) "on"? In what number is (10) "cannon"? Of what is "for a man" (3) an adjunct? (15.) In a new field?

EXERCISE 85.*Write sentences :*

1. There must [ind. pres. s. 3.] be [inf. pres.] (art.) (a. p.) (n. c. nt. s. 3. n.) of (n. c. nt. pl. 3. o.) in [dem.] [n. c. nt. s. 3. o.].
2. (ppr. co. s. 2. p.) (n. c. m. s. 3. n.) must [ind. pres. s. 3.] bring [inf. pres.] *to* (ppr. co. s. 1. o.) {dem.} {n. c. nt. s. 3. o.} on [n. p. nt. s. 3. o.] [a. s.].
3. (dem.) (n. c. nt. pl. 3. n.) must [ind. pres. pl. 3.] arrive [inf. per.] *at* [ind.] [n. c. nt. pl. 3. o.] [av.].
4. (ppr. co. pl. 3. n.) must [ind. pres. pl. 3.] give [inf. pres.] *to* [ppr. co. pl. 1. o.] {art.} {n. c. nt. s. 3. o.} of make {inf. ing.} {ppr. co. pl. 3. p.} {a. p.} {n. c. nt. pl. 3. o.}.
5. (ppr. m. s. 3. n.) must [ind. pres. s. 3.] choose [inf. pres.] between [art.] [car.] [n. c. f. pl. 3. o.].
6. (art.) (n. c. m. s. 3. n.) must [ind. pres. s. 3.] grind [inf. pres.] {art.} {n. c. nt. s. 3. o.} [av.].
7. (ppr. co. s. 2. n.) must [ind. pres. s. 2.] hear [inf. pres.] {ppr. co. s. 1. p.} {n. c. co. s. 3. o.} preach {inf. pres.} before [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.].
8. (n. c. co. pl. 3. n.) must [ind. pres. pl. 3.] obey [inf. pres.] {ppr. co. pl. 3. p.} {n. c. co. pl. 3. o.} in [ind.] [n. c. nt. pl. 3. o.].
9. (ppr. m. pl. 3. n.) must [ind. pres. pl. 3.] hold [inf. pres.] {art.} {n. c. nt. pl. 3. o.} for [ppr. co. s. 1. o.].
10. (art.) (n. c. m. pl. 3. n.) must [ind. pres. pl. 3.] keep [inf. per.] {art.} {n. c. nt. s. 3. o.} in [art.] [n. c. nt. s. 3. o.] *for* [ind.] [n. c. nt. pl. 3. o.].
11. (ppr. co. s. 1. n.) can [ind. past s. 1.] find [inf. per.] *for* [ppr. co. s. 2. o.] {art.} {a. c.} {n. c. nt. s. 3. o.}.
12. (dem.) (a. p.) (n. c. m. s. 3. n.) must [ind. pres. s. 3.] eat [inf. per.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} in [art.] [a. p.] [n. c. nt. s. 3. o.].
13. (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) may [ind. past s. 3.] buy [inf. per.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} in [n. p. nt. s. 3. o.] *for* [a. c.] [n. c. nt. s. 3. o.].
14. (ppr. f. s. 3. n.) be [ind. past s. 3.] [art.] [a. p.] [n. c. nt. s. 3. n.] of [art.] [a. p.] [n. c. f. s. 3. o.] of [ppr. co. pl. 1. p.] [a. p.] [n. c. m. s. 3. o.] [n. p. m. s. 3. o.] of [n. p. nt. s. 3. o.].

QUESTIONS.—Define a Transitive Verb. An Intransitive Verb. How
 a Verb be made transitive? In what case is the object of a
 verb?

LESSON XLIII.

SHOULD and WOULD.

Should is the Past Tense of **shall**. Whenever **shall** is proper in the Present Tense, **should** is proper in the Past; as, I shall come (I think); I *should* come (I thought); You shall come (I intend); You *should* come (I intended); He shall come (I intend); He *should* come (I intended).

Should in all persons denotes *present* duty; as, You should write.

Should, with the Perfect Infinitive, denotes *past* duty; as, He *should* have written.

Would, the Past Tense of **will**, follows the same rule as **should**; as, I will come (I promise); I *would* (I promised); You will come (I think); You *would* come (I thought); He will come (I think); He *would* come (I thought).

Would sometimes expresses what is customary; as, He *would* say to me.

Would and **should** are often used to soften an expression; as, I *should* think so. It *would* seem so.

[For *should* and *would* in dependent clauses see Lesson LXIV. In questions, Lesson XLIX.]

Principal Parts of Verbs.

1. Know,	1. Lay,	1. Lead,	1. Leave,
2. Knew,	2. Laid,	2. Led,	2. Left,
3. Known.	3. Laid.	3. Led.	3. Left.

REVIEW QUESTIONS.—Define the Infinitive Mood. How many tenses has the Infinitive Mood? How is the Present Infinitive formed? The Perfect Infinitive? What other form of the Infinitive?

EXERCISE 86.*Write symbols :*

1. He should have known the consequences of such carelessness.
2. I should know the man anywhere at first sight.
3. The mason should lay the foundation of the house with the greatest care.
4. I would have laid a more serious charge to his account.
5. The guide would have led the party to the top of the highest mountain.
6. The care-worn statesman should lead a more quiet life.
7. Self-examination would lead us to a better knowledge of ourselves.
8. Every man should leave a good name behind him.
9. The poor man would have left a legacy to his daughter.
10. Peter Williams's son would have done a better job.
11. He would steal from a blind pauper.
12. The poor old man would seldom speak to his most intimate friends.

QUESTIONS.—What is the object of the Predicate Verb (1) ? Of what is "of such carelessness" an adjunct ? What kind of a phrase is it ? What kind of a phrase is—(2.) At first sight ? (3.) Of the house ? With the greatest care ? (4.) To his account ? (5.) To the top ? Of the highest mountain ? (7.) To a better knowledge ? Of ourselves ? (9.) To his daughter ? (11.) From a blind pauper ?

EXERCISE 87.*Write sentences :*

1. (ppr. co. s. 2. n.) will [ind. past s. 2.] know [inf. pres.] {art.} {n. c. nt. s. 3. o.} [av.] by [ppr. nt. s. 3. p.] [n. c. nt. pl. 3. o.].
2. (a. p.) (n. c. co. pl. 3. n.) shall [ind. past pl. 3.] [av.] know [inf. pres.] {av.} behave {inf. pres.} {ppr. co. pl. 3. o.} {av.}.
3. (ppr. co. s. 1. n.) will [ind. past s. 1.] know [inf. pres.] {art.} {n. c. nt. s. 3. o.} of {dem.} {n. c. nt. s. 3. p.} {n. c. nt. s. 3. o.}.
4. (ppr. co. s. 1. n.) shall [ind. past s. 1.] lay [inf. pres.] {a. c.} {n. c. nt. s. 3. o.} on [art.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
5. (dem.) (n. c. m. s. 3. n.) shall [ind. past s. 3.] lay [inf. per.] [av.] {dem.} {n. c. nt. pl. 3. o.} [av. c.].

REVIEW QUESTIONS.—How is the Infinitive in "ing" used ? How may it be qualified ? How is it distinguished from a verbal noun ? Principal Parts of Begin ? Behold ? Beat ? Bear ?

6. (dem.) (a. p.) (a. p.) (n. c. nt. s. 3. n.) will [ind. past s. 3.] [av.] lead [inf. pres.] to [n. c. nt. s. 3. o.].
7. (ppr. m. s. 3. n.) shall [ind. past s. 3.] lead [inf. per.] {art.} {a. c.} {n. c. nt. s. 3. o.}.
8. (n. c. co. pl. 3. n.) shall [ind. past pl. 3.] eat [inf. pres.] at [a. p.] [n. c. nt. pl. 3. o.].
9. (art.) (a. p.) (n. c. m. s. 3. n.) shall [ind. past s. 3.] be [inf. pres.] [a. p.] to [art.] [n. c. nt. pl. 3. o.] of [ppr. m. s. 3. p.] [n. c. m. s. 3. o.].
10. (ppr. m. s. 3. n.) will [ind. past s. 3.] [av.] begin [inf. pres.] {n. c. nt. s. 3. o.} [av.].
11. (art.) (n. c. nt. pl. 3. n.) of (ppr. co. pl. 1. p.) (n. c. co. pl. 3. o.) shall [ind. past pl. 3.] be [inf. pres.] [art.] [n. c. nt. s. 3. n.] to [ppr. co. pl. 1. o.].

LESSON XLIV.

PASSIVE FORM OF VERBS.

A VERB is conjugated in the **Passive Form** by placing its *Third Part*, or *Past Participle*, after the verb **Be**; as, I am loved; I was loved; I shall be loved; I have been loved, etc.

Only Transitive Verbs have a *Passive Form*. [See Lesson XXXV.]

Some Intransitive Verbs may be made *Transitive* by annexing an *Adverb* or a *Preposition*; as, Unruly boys *broke up* the school. *Symbols*: (a. p.) (n. c. m. pl. 3. n.) break up [ind. past pl. 3.] {art.} {n. c. nt. s. 3. o.}. **Passive Form**: The school was *broken up* by unruly boys. *Symbols*: (art.) (n. c. nt. s. 3. n.) break up [ind. past pas. s. 3.] by [a. p.] [n. c. m. pl. 3. o.].

REVIEW QUESTIONS.—Upon what may an Infinitive depend? How does an Infinitive resemble a noun? Principal parts of Breed? Bring? Buy? Choose?

Principal Parts of Verbs.

1. Lend,	1. Lose,	1. Make,	1. Mean,
2. Lent,	2. Lost,	2. Made,	2. Meant,
3. Lent.	3. Lost.	3. Made.	3. Meant.

EXERCISE 88.*Write symbols :*

1. The best book in my library of two thousand volumes has been lent to a careless boy.
2. It will surely be lost in that out-of-the-way place.
3. That work was meant for men of culture.
4. Too great an ado has already been made about one book.
5. Its place could be easily filled by a more interesting volume.
6. Those elegant vases in my room have been broken by some meddlesome fellow.
7. They were brought from Rome by my friend James Collins.
8. Fruit should be eaten in the morning.
9. The carriage was drawn through the principal streets of the city by four large, white horses.
10. Roger Williams was driven from Massachusetts by the Puritans.
11. The battle of Gettysburg was fought in the early part of July, 1863.
12. The flag of our country was flung to the breeze from the top of the City Hall.
13. Food has been given to the poor people in New York during the past winter.
14. Horse-flesh was eaten by the French during the siege of Paris.
15. This plan was successfully carried out by General Grant during the late war.

QUESTIONS.—Agent is the person by whom, or the thing by which the action of a Passive Verb is performed. What is the agent in 5? In 6? In 7? In 9? In 10? In 14? In 15? Describe the following phrases by telling what kind they are, and of what they are adjuncts—(1.) In my library. To a careless boy. (3.) For men. Of culture. (4.) About one book. (6.) In my room. (7.) From Rome. (8.) In the morning. (12.) To the breeze. From the top. Of the City Hall. (13.) In New York.

REVIEW QUESTIONS.—What does the Imperative Mood express? In what tense is the Imperative used? In what person? What is the subject of the Imperative? Is it expressed?

EXERCISE 89.

Write sentences :

1. (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) hold [ind. past pas. s. 3.] by [n. p. m. s. 3. o.].
2. (car.) (a. p.) (n. c. nt. pl. 3. n.) lose [ind. per. pas. pl. 3.] at [n. c. nt. s. 3. o.] during [art.] [a. p.] [n. c. nt. s. 3. o.].
3. (dem.) (a. p.) (n. c. nt. s. 3. n.) mean [ind. past pas. s. 3.] be [inf. pres.] [art.] [n. c. nt. s. 3. n.] against [art.] [a. p.] [n. c. nt. s. 3. o.].
4. (dem.) (n. c. nt. pl. 3. n.) make [ind. past pas. pl. 3.] for [ppr. co. s. 1. o.] by [art.] [av.] [a. p.] [n. c. m. s. 3. o.].
5. (ppr. co. s. 1. p.) (a. p.) (n. c. nt. s. 3. n.) lend [ind. per. pas. s. 3.] to [ind.] [a. p.] [n. c. m. s. 3. o.].
6. (ppr. co. s. 2. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) hear from [ind. per. pas. s. 3.] for [ind.] [n. c. nt. pl. 3. o.] since [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
7. (n. p. m. s. 3. n.) (dem.) (a. p.) (n. c. m. s. 3. n.) forsake [ind. per. pas. s. 3.] by [ind.] [ppr. m. s. 3. p.] [n. c. co. pl. 3. o.].
8. (art.) (a. c.) (n. c. nt. s. 3. n.) to (n. c. nt. s. 3. o.) find [ind. fut. p. pas. s. 3.] before [ind.] [n. c. nt. pl. 3. o.].
9. (art.) (n. c. m. pl. 3. n.) draw up [ind. pres. pas. pl. 3.] in [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
10. (n. p. m. s. 3. n.) choose [ind. fut. p. pas. s. 3.] [n. c. m. s. 3. n.] by [art.] [a. p.] [n. c. nt. s. 3. o.].
11. (ind.) (n. c. nt. s. 3. n.) of (dem.) (n. c. nt. s. 3. o.) of form (inf. ing.) (n. c. nt. pl. 3. o.) afford [ind. pres. pas. s. 3.] by [art.] [a. p.] [a. p.] [n. c. nt. s. 3. o.].

LESSON XLV.

TRANSFORMATION OF SENTENCES.

THE **Passive Form** may be changed to the **Simple Form** by making the *Subject* of the former the *Object* of the latter, and the *Agent* (see Questions, Exercise 88) the

REVIEW QUESTIONS.—When is a noun in the case independent ? How shown by symbols ? What is a regular verb ? Principal parts of *Chide* ? *Cut* ? *Do* ? *Cleave* ?

Subject ; as, (Passive) This picture was drawn by an eminent artist ; (Simple) An eminent artist drew this picture.

The **Simple Form** may be changed to the **Passive** by making the *Subject* of the one the *Agent* of the other, and the *Object* the *Subject* ; as, (Passive) *My father* bought those books in New York ; (Simple) *Those books* were bought in New York by *my father*.

Principal Parts of Verbs.

1. Meet,	1. Pay,	1. Read,	1. Rend,
2. Met,	2. Paid,	2. Reaḍ,	2. Rent,
3. Met.	3. Paid.	3. Reāḍ.	3. Rent.

EXERCISE 90.

Write symbols :

1. On Monday, the fourth day of January, the wind blew a train of cars from the track.
2. With one breath the malicious boy has blown out the lamp on my table.
3. That window in the parlor has been broken by somebody since morning.
4. That beautiful glass lamp will surely be broken by some thoughtless boy.
5. On his return from a European tour, my father always brings me a valuable present.
6. That suit of clothes was bought in Paris last summer by Uncle Samuel.
7. John Cooper met me in Boston last week.
8. Ten thousand dollars was paid for a country residence to-day by Mr. Johnson.
9. Charlotte Cushman read several selections from Macbeth.
10. I will surely rend the kingdom from thee.
11. My wagon was made by Messrs. Tomlinson, Demarest & Co., of New York.
12. Henry Gilbert, the son of a wealthy farmer, lost twenty-five dollars this morning.

REVIEW QUESTIONS.—What is a Preposition ? A Phrase ? How may the object of a Preposition be found ? What is a Cardinal ? Ordinal ? Name a Cardinal. An Ordinal.

13. On the evening of Thanksgiving Day, John Inglefield, the blacksmith, sat in his elbow-chair, among the guests of his festive board.

QUESTIONS.—In what case is (1) "day"? Why? What kind of phrases are the following, and of what are they adjuncts? (1.) Of cars. From the track. (2.) With one breath. On my table. (3.) In the parlor. (5.) On his return. From a European tour. (6.) In Paris. Last summer. (7.) In Boston. Last week. What is the agent in 3? In 4? In 6? In 8? In 11? Change 1, 2, 5, 7, and 9 to the Passive Form. Change 3, 4, 6, 8, and 11 to the Simple Form.

EXERCISE 91.

Write sentences :

1. (ppr. co. s. 1. n.) meet [ind. past s. 1.] {art.} {n. c. m. s. 3. o.} on [art.] [n. c. nt. s. 3. o.] during [dem.] [n. c. nt. s. 3. o.].
2. (ppr. m. s. 3. n.) meet [ind. pper. pas. s. 3.] by [art.] [n. c. nt. s. 3. o.] in [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. m. s. 3. o.].
3. (art.) (n. c. m. s. 3. n.) pay [ind. pper. s. 3.] to [ppr. m. s. 3. o.] {car.} {n. c. nt. pl. 3. o.} for [a. p.] [n. c. nt. s. 3. o.].
4. (ppr. m. s. 3. n.) [av.] hold [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} in [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] & (ppr. m. s. 3. n.) offer [ind. past s. 3.] lend {inf. pres.} {ppr. nt. s. 3. o.} to [ppr. co. s. 1. o.].
5. At [dem. nt. s. 3. o.] (ppr. co. s. 1. p.) (n. c. nt. s. 3. n.) draw [ind. past pas. s. 3.] to [art.] [n. c. nt. s. 3. o.] on [ind. nt. s. 3. o.] of [art.] [n. c. nt. pl. 3. o.].
6. (ppr. co. s. 1. n.) see [ind. past s. 1.] [av.] {art.} {n. c. nt. s. 3. o.} of {art.} {n. c. nt. s. 3. o.}.
7. (ppr. co. s. 1. p.) (n. c. m. s. 3. n.) [av.] begin [ind. past s. 3.] read {inf. pres.} {n. c. nt. pl. 3. o.} of {n. c. nt. s. 3. o.} in [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.].
8. Make [inf. pres.] [art.] [a. p.] [n. c. nt. s. 3. o.] [a. p.] (ppr. co. pl. 1. n.) find [ind. past pl. 1.] {art.} {n. c. nt. s. 3. o.} be {inf. pres.} {a. p.}.
9. (art.) (n. c. nt. s. 3. n.) rend [ind. past pas. s. 3.] from [ppr. nt. s. 3. p.] [n. c. nt. s. 3. o.] by [art.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [a. p.] [n. c. nt. s. 3. o.].
10. (art.) (av.) (a. p.) (n. c. nt. s. 3. n.) read [ind. past pas. s. 3.] to [ppr. co. s. 1. o.] during [dem.] [n. c. nt. s. 3. o.] by [ppr. co. s. 1. p.] [n. c. f. s. 3. o.] [n. p. f. s. 3. o.].

REVIEW QUESTIONS.—How many Degrees of Comparison? Name them. Define each. How are they formed? Rule for final *y* before *er*? Compare good, evil, bad, little, many, much, far, near, hopeful, big.

LESSON XLVI.

THE PROGRESSIVE FORM OF VERBS.

THE **Progressive Form** of *any* verb is made by placing its Present Participle [the Participle ending in **ing**] after the verb **Be**; as, I am running; I was running; I will be running; I have been running, etc. *Symbol*: [pro.].

N. B. Monosyllables and words accented on the last syllable and ending in *one* consonant after *one* vowel, double the final consonant before **ing**; as, Sit, sitting; Get, getting; Refer, referring.

Final **e** is dropped when **ing** is added; as, Coming, Giving. *Hoe, shoe, toe, dye, singe, swinge, and tinge* retain the **e**; as, Shoeing, etc.

Principal Parts of Verbs.

1. Ring,	1. Say,	1. Seek,	1. Sell,
2. Rang,	2. Said,	2. Sought,	2. Sold,
3. Rung.	3. Said.	3. Sought.	3. Sold.

EXERCISE 92.

Write symbols:

1. On the coast of Florida, certain persons are constantly looking out for wrecked vessels.
2. Henry is trying to cure himself of stammering.
3. That bell has been ringing for a long time.
4. Mr. Curtis, the author, is visiting a friend in the country.
5. I have been seeking for you everywhere.
6. The retail merchants on Broadway are selling off at cost.
7. All the trout in our streams have been caught by the gentry.
8. The assertion of his innocence is still ringing in our ears.

REVIEW QUESTIONS.—What is an Adverb? Adverbs of place answer *what* questions? Adverbs of time? Adverbs of manner? Adverbs of cause? How are Adverbs compared? Compare *frequently, often*.

9. They are ringing eternal changes upon every form of error.
10. I have many things of great importance to say to you.
11. From one of the windows of this saloon we may see a flight of broad, stone steps.
12. It was difficult to make out the character of this young man.
13. Her mental disquietude was impelling her to an undue vivacity.
14. Mr. Stewart is selling dry-goods at greatly reduced prices.
15. I have been thinking of your misfortune all day.

QUESTIONS.—Describe the following adjuncts: (1.) On the coast. Of Florida. For wrecked vessels. (2.) Of stammering. (3.) For a long time. (4.) In the country. (6.) On Broadway. (7.) In our streams. (8.) In our cars. (11.) Of the windows. Of broad, stone steps. (12.) Of this young man. Change (4) “in the country” to an adjective. (6.) On Broadway. Change (12) “of this young man” to the Possessive Case. Change 11 to the Passive Form.

EXERCISE 93.

Write sentences :

1. (art.) (a. s.) (n. c. nt. s. 3. n.) for (n. c. nt. s. 3. o.) ring [ind. per. pro. s. 3.] *for* [ind.] [n. c. nt. pl. 3. o.].
2. (ppr. m. s. 3. n.) say [ind. per. pro. s. 3.] {art.} {dem.} {n. c. nt. s. 3. o.} *for* [art.] [n. c. nt. s. 3. o.].
3. (dem.) (a. p.) (n. c. f. s. 3. n.) sell [ind. per. pro. s. 3.] {ppr. f. s. 3. p.} {n. c. nt. s. 3. o.} pay [inf. pres.] [ppr. f. s. 3. p.] [n. c. nt. s. 3. o.].
4. (ppr. co. s. 2. p.) (n. c. f. s. 3. n.) seek [ind. past pro. s. 3.] *for* [ppr. co. s. 2. o.] *in* [n. p. m. s. 3. p.] [n. c. nt. s. 3. o.].
5. (dem.) (n. c. m. s. 3. n.) ring [ind. per. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} *through* [art.] [ind.] [n. c. nt. s. 3. o.].
6. (n. p. m. s. 3. n.) make [ind. per. pro. s. 3.] {n. c. nt. pl. 3. o.} *leave* {inf. pres.} {art.} {n. c. nt. s. 3. o.}.
7. (n. c. nt. pl. 3. n.) lose [ind. per. pas. pl. 3.] *in* [art.] [n. c. nt. s. 3. o.].
8. n. c. m. s. 3. n. (ppr. co. s. 2. n.) spare [imp. pres.] {dem.} {n. c. nt. s. 3. o.} (ppr. co. s. 2. n.) cut [imp. pres.] [av.] {ppr. nt. s. 3. p.} {a. p.} {n. c. nt. pl. 3. o.}.
9. (ppr. m. s. 3. n.) see [ind. past pas. s. 3.] *in* [n. p. nt. s. 3. o.] *during* [a. s.] [n. c. nt. s. 3. o.] *by* [n. p. m. s. 3. o.].

REVIEW QUESTIONS.—Define the Elliptical Infinitive. After what verbs is it used? When are Bid, Dare, and Feel used without the Infinitive sign “to”? Principal parts of Bid, Dare, Feel, Let, Need, See.

10. (n. p. m. s. 3. n.) lend [ind. per. s. 3.] to [ppr. co. s. 1. o.]
 {car.} {n. c. nt. pl. 3. o.} for [car.] [n. c. nt. pl. 3. o.].
11. (car.) (n. c. nt. pl. 3. n.) steal [ind. past pas. pl. 3.] from
 [art.] [n. c. nt. s. 3. o.] on [n. p. nt. s. 3. o.] *during* [a. s.]
 [n. c. nt. s. 3. o.] by [art.] [n. c. m. s. 3. o.]

LESSON XLVII.

EMPHATIC FORM.

THE **Emphatic Form** is confined to the *Present* and *Past Tenses*, and is made by placing the *First Part* of the verb after the helping verb **Do** in these two tenses; as, I do write; You do write; He does write; I did write, etc.
Symbol: [em.].

The other tenses may be made emphatic by placing stress upon the first auxiliary.

I did send you some money. *Symbols*: (ppr. co. s. 1. n.)
 send [ind. past em. s. 1.] to [pp. co. s. 2. o.] {ind.} {n. c. nt.
 s. 3. o.}.

Principal Parts of Verbs.

1. Send,	1. Shake,	1. Shoe,	1. Shoot,
2. Sent,	2. Shook,	2. Shod,	2. Shot,
3. Sent.	3. Shaken.	3. Shod.	3. Shot.

EXERCISE 94.

Write symbols:

1. William Wood does build fine carriages for the Southern market.
2. Several men are building a bridge across the narrowest part of the stream.
3. The farmers of Orange County do send good butter to the New York market.

REVIEW QUESTIONS.—What verbs are always followed by the Elliptical Infinitive? How may the so-called Potential Mood be dispensed with? What unites with May, Can, Must, Shall, and Will, to form the Predicate Verb?

4. This god, Cæsar, did shake.
5. His coward lips did from their color fly.
6. So from the waves of Tiber did I the tired Cæsar bear.
7. I did hear him groan like a sick girl.
8. Henry Smith's new sleigh is shod with iron.
9. The workmen must shake the apples from the trees.
10. The carpet must be thoroughly shaken.
11. Her friends did send for the doctor at once.
12. She does draw very beautiful pictures.
13. The picket was shot by some revengeful rebel.
14. I did mean to rise early this morning.
15. The book-keeper could never find time for exercise.

QUESTIONS.—Describe the following phrases, and tell of what they are adjuncts: (1.) For the Southern market. (2.) Across the narrowest part. Of the stream. (3.) Of Orange County. To the New York market. (5.) From their color. (6.) From the waves. Of Tiber. (7.) A sick girl. (9.) From the trees. Change to phrases—(1.) Southern. (3.) New York. Change “of Orange County” to an adjective. Change 1, 3, 6, 9, and 11 to the Passive Form, then to the Progressive Form.

EXERCISE 95.

Write sentences:

1. (ppr. m. s. 3. p.) (n. c. m. s. 3. n.) send [ind. past em. s. 3.] *to* [ppr. m. s. 3. o.] {a. p.} {n. c. nt. pl. 3. o.} of {n. c. nt. s. 3. o.}.
2. (art.) (n. c. m. pl. 3. n.) of (dem.) (n. c. nt. s. 3. o.) send [ind. pres. pro. pl. 3.] {n. c. nt. s. 3. o.} *to* [n. p. nt. s. 3. o.] *during* [dis.] [n. c. nt. s. 3. o.].
3. (art.) (a. p.) (n. c. m. s. 3. n.) shake [ind. past em. s. 3.] {art.} {n. c. nt. s. 3. o.} *from* [art.] [n. c. nt. s. 3. o.].
4. (ppr. co. s. 2. n.) shake [imp. pres.] [av.] {a. p.} {n. c. nt. s. 3. o.} *of* {n. c. nt. s. 3. o.}.
5. (art.) (n. c. m. s. 3. n.) *in* (n. p. nt. s. 3. o.) shoe [ind. past em. s. 3.] {ppr. co. s. 1. p.} {n. c. m. pl. 3. o.} *in* [art.] [a. p.] [n. c. nt. s. 3. o.].
6. (ppr. m. s. 3. p.) (n. c. nt. pl. 3. n.) shoe [ind. past pas. pl. 3.] *with* [art.] [n. c. nt. s. 3. o.] *of* [n. c. nt. s. 3. o.].
7. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) shoot [ind. past pas. s. 3.] *during* [a. s.] [n. c. nt. s. 3. o.] *by* [art.] [n. c. m. s. 3. o.].

REVIEW QUESTIONS.—What does *Can* express? *Can* has how many tenses? What is the present tense of *Can*? Past tense? Principal parts of *Draw*? *Drink*? *Drive*? *Eat*? *Feed*? *Fight*? *Find*? *Fling*?

8. (n. p. f. s. 3. n.) [av.] shoot [ind. past em. s. 3.] {ppr. f. s. 3. p.} {n. c. m. s. 3. o.} get [inf. pres.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
9. (dem.) (a. p.) (n. c. nt. s. 3. n.) draw [ind. past pas. s. 3.] by [n. p. m. s. 3. o.] [art.] [a. p.] [n. c. m. s. 3. o.].
10. (ppr. co. s. 1. n.) hear [ind. past em. s. 1.] {ppr. co. s. 2. p.} {n. c. nt. s. 3. o.} on {art.} {n. c. nt. s. 3. o.} of {n. c. nt. s. 3. o.}.

LESSON XLVIII.

INTERROGATIVE FORM.

THE **Interrogative Form** is made by placing the *Subject* after the first *Helping Verb*; as, *Have you seen my book?* *Has Henry recovered?*

The **Present** and **Past Tenses** are usually made from the **Emphatic Form**; as, *Do you hear the alarm?* *Did the doctor come yesterday?*

In formal questions, and whenever **Do** is not used, the subject is placed after the *verb*; as, *Lovest thou me?* *Saw you anything more wonderful?* *Symbol*: [int.].

EXAMPLES.—Talk you of young Master Launcelot? *Symbols*: (ppr. co. s. 2. n.) talk [ind. pres. int. s. 2.] of [a. p.] [n. p. m. s. 3. o.]?

Do you know me? (ppr. co. s. 2. n.) know [ind. pres. int. s. 2.] {ppr. co. s. 1. o.}?

Principal Parts of Verbs.

1. Sing,	1. Sling,	1. Slay,	1. Smite,
2. Sung,	2. Slung,	2. Slew,	2. Smote,
3. Sung.	3. Slung.	3. Slain.	3. Smitten.

REVIEW QUESTIONS.—What does *May* express? How many tenses has *May*? What is the present tense of *May*? Past tense? Principal parts of *Freeze*? *Forsake*? *Get*? *Give*?

EXERCISE 96.*Write symbols :*

1. Did Miss Kellogg sing with her usual spirit, last night ?
2. Does she sing at the Academy of Music to-night ?
3. Has she sung in any of the inland cities, during the past winter ?
4. Can that little fellow sling this big stone over the house ?
5. Did you sling that brick at me on purpose ?
6. Do you know the danger of such practices ?
7. Did David slay Goliath with a sling like mine ?
8. Have wicked men slain that righteous man in his bed, in his own house ?
9. Did the Lord smite all the first-born in the land of Egypt, at midnight ?
10. Have you been smitten with the charms of a rustic beauty ?
11. Has Mr. B. sold his fine residence on the Hudson in consequence of his embarrassment ?
12. Did David, the son of Jesse, feed his father's sheep upon the mountains.
13. Dar'st thou, Cassius, now leap in with me into this angry flood ?
14. Have you heard of the wonderful, one-horse shay ?

QUESTIONS.—Describe the following phrases : (1.) Last night. (3.) Of the inland cities. (4.) Over the house. (5.) On purpose. (6.) Of such practices. (9.) Of Egypt. At midnight. (10.) Of a rustic beauty. (11.) On the Hudson. In consequence. (12.) Upon the mountains. What is the construction of (7) "mine" ? How is (13) "in" used ? Change 1, 2, 3, and 4 to the simple form.

EXERCISE 97.*Write sentences :*

1. (n. p. m. s. 3. n.) slay [ind. past int. s. 3.] {art.} {car.} {n. c. m. pl. 3. o.} with [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. m. s. 3. o.] ?
2. (n. p. m. s. 3. n.) slay [ind. pper. int. s. 3.] {ind.} {art.} {n. c. m. s. 3. p.} {n. c. m. pl. 3. o.} ?
3. (n. p. m. s. 3. n.) sling [ind. past int. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} over [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] ?

REVIEW QUESTIONS.—What does *Must* express ? In how many tenses is it used ? Principal parts of Grind ? Hear ? Hold ? Keep ? Burst ? Spit ? Lie ? Come ?

4. (ppr. co. s. 2. n.) can [ind. pres. int. s. 2.] sing [inf. pres.] at [n. p. f. s. 3. p.] [n. c. nt. s. 3. o.] [av.]?
5. (n. p. f. s. 3. n.) (art.) (a. p.) (n. c. f. s. 3. n.) [av.] sing [ind. per. int. s. 3.] in [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.]?
6. (dem.) (a. p.) (n. c. f. s. 3. n.) of (car.) (n. c. nt. pl. 3. o.) smite [ind. per. int. s. 3.] {ppr. m. s. 3. o.} with [ppr. f. s. 3. p.] [a. p.] [n. c. nt. pl. 3. o.]?
7. (ppr. co. s. 2. n.) be [ind. per. int. s. 2.] [n. c. co. s. 3. n.] to [art.] [n. c. nt. s. 3. o.] of [n. p. nt. s. 3. o.] [av.]?
8. (ppr. co. s. 2. n.) buy [ind. per. s. 2.] {ind.} {a. p.} {n. c. nt. pl. 3. o.} for [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.] *during* [dem.] [n. c. nt. s. 3. o.]?
9. (n. c. nt. pl. 3. n.) freeze [ind. past int. pl. 3.] in [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.] *during* [a. s.] [n. c. nt. s. 3. o.]?
10. (ppr. co. s. 2. n.) hear [ind. per. int. s. 2.] {art.} {n. c. nt. s. 3. o.} about {n. p. m. s. 3. p.} {n. c. nt. pl. 3. o.} at {n. p. nt. s. 3. o.}?
11. (ppr. m. pl. 3. n.) burst [ind. past int. pl. 3.] {dem.} {a. p.} {n. c. nt. s. 3. o.} *during* [art.] [n. c. nt. s. 3. o.] [av.]?
12. (ppr. co. s. 2. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) read [ind. per. int. s. 3.] {art.} {n. c. nt. s. 3. o.} of {n. p. m. s. 3. o.} by {n. p. m. s. 3. o.}?

LESSON XLIX.

INTERROGATIVE FORM—(Continued.)

Shall and will.—In questions, it is the will of the person addressed that *determines* or *promises*. Hence, the questioner, if he expects the answer to his question to express a **determination** or a **promise**, says: Shall I? Will you? Shall he?

Prediction, or Simple Futurity, is denoted in a question by **shall** in the First and the Second Persons,

REVIEW QUESTIONS.—Rule for the use of *Should*? What does *should* denote in all persons? *Should* with the Perfect Infinitive? Rule for *would*? *Would* sometimes expresses what?

and by **will** in the Third; as, Shall I finish my lesson in time? Shall you be at home? Will John come to-night?

Should is used in the past tense whenever the present tense requires *shall*, and **would**, whenever *will* is proper in the present tense.

Principal Parts of Verbs.

1. Spend,	1. Spin,	1. Sting,	1. Strike,
2. Spent,	2. Spun,	2. Stung,	2. Struck,
3. Spent.	3. Spun.	3. Stung.	3. Struck.

EXERCISE 98.

Write symbols :

1. Will Mr. Stewart spend his immense fortune during his lifetime?
2. Would you spend an inflated currency freely for luxuries?
3. Should I spend more money for works of fiction?
4. Shall I spin out this exercise to a great length?
5. Will they spin out their whole lives by one delay after another?
6. Would such a rebuke sting him to the quick?
7. Will honey-bees sting the hand of their kind-hearted owner?
8. Shall I strike that saucy boy with the palm of my hand?
9. Wouldst thou have a serpent sting thee twice?
10. Will you show the whole wealth of your wit in an instant?
11. Must I hold a candle to my shame?
12. Will you sell me a copy of the last edition of Webster's Dictionary?
13. Would it be right for me to leave the office in the care of a boy, at this busy season?

QUESTIONS.—Change 1 to the Simple Form. Change 3, 4, 5, 6, 7, and 8 to the Simple Form. Describe these phrases: (2.) For luxuries. (3.) Of fiction. (4.) To a great length. (6.) To the quick. (7.) Of their kind-hearted owner. (8.) Of my hand. (10.) In an instant. (13.) In the care of a boy. At this busy season.—In describing phrases, always tell of what they are adjuncts, and, if adverbial, what they express; whether time, place, manner, or cause.

REVIEW QUESTIONS.—Define a Sentence? What is a Subject? A Predicate? A Copula? A Simple sentence? How many subjects in a simple sentence? How many Predicates?

EXERCISE 99.

Write sentences :

1. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) spend [ind. fut. d. int. s. 3.] {car.} {n. c. nt. pl. 3. o.} of {art.} {a. s.} {n. c. nt. pl. 3. o.} of {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} in [art.] [n. c. nt. s. 3. o.]?
2. (ppr. m. s. 3. n.) spend [ind. fut. p. int. s. 3.] {car.} {n. c. nt. pl. 3. o.} in [car.] [n. c. nt. s. 3. o.]?
3. (ppr. co. s. 1. p.) (n. c. f. s. 3. n.) (n. p. f. s. 3. n.) spin [ind. fut. p. int. s. 3.] *for* [ppr. co. s. 1. o.] {art.} {n. c. nt. s. 3. o.} *for* {art.} {n. c. nt. s. 3. o.} of {n. c. nt. pl. 3. o.}?
4. (ppr. co. s. 1. n.) spin out [ind. fut. d. int. s. 1.] {ppr. co. s. 1. p.} {n. c. nt. pl. 3. o.} *for* [ind.] [a. c.] [n. c. nt. s. 3. o.]?
5. (dem.) (a. p.) (n. c. m. s. 3. n.) sting [ind. fut. p. int. s. 3.] {ppr. co. s. 1. o.} *for* [ppr. co. s. 1. p.] [n. c. nt. pl. 3. o.]?
6. (ppr. m. s. 3. p.) (n. c. nt. s. 3. n.) sting [ind. fut. p. int. s. 3.] {ppr. m. s. 3. o.}?
7. (ppr. co. s. 2. n.) strike [ind. fut. d. int. s. 2.] {ppr. co. s. 2. p.} {a. p.} {n. c. f. s. 3. o.}?
8. (art.) (n. c. m. pl. 3. n.) strike [ind. fut. p. int. pl. 3.] *for* [a. c.] [n. c. nt. s. 3. o.]?
9. (ppr. co. s. 2. n.) be [ind. fut. p. int. s. 2.] at [n. c. nt. s. 3. o.] [av.]?
10. (ppr. co. s. 2. n.) go [ind. fut. d. int. s. 2.] to [n. p. m. s. 3. p.] [n. c. nt. s. 3. o.] on [art.] [n. c. nt. s. 3. o.] *for* [ppr. co. s. 1. o.]?
11. (dem.) (a. p.) (n. c. f. s. 3. n.) come [ind. fut. d. int. s. 3.] with [ppr. co. s. 1. o.]?

LESSON L.

THE NEGATIVE FORM.

THE Negative Form of a verb is made by placing **not** after the first helping word; as, He has *not* come; I will *not* go.

REVIEW QUESTIONS.—Define the Indicative Mood. Present Tense. What are the Principal Parts of a Verb? Principal parts of Love? Creep? Crow? Dream? How is a verb inflected for the Third Person Singular?

The **Negative Form** of the *Present* and *Past Tenses* is made from the *Emphatic Form* ; as, He *does not* work ; He *did not* come.

In formal and poetic language, and whenever **do** can not be used, the *Negative Form* of the *Present* and *Past Tenses* is made from the *Simple Form*, by placing **not** after the verb ; as, *Touch not* a single bough. *Symbols* : (ppr. co. s. 2. n.) touch [imp. pres. neg.] {art.} {a. p.} {n. c. nt. s. 3. o.}.—I come *not* here to talk. *Symbols* : (ppr. co. s. 1. n.) come [ind. pres. neg. s. 1.] [av.] talk [inf. pres.].—It must not be. *Symbols* : (ppr. nt. s. 3. n.) must [ind. pres. neg. s. 3.] be [inf. pres.].

Principal Parts of Verbs.

1. Take,	1. Teach,	1. Tear,	1. Tell,
2. Took,	2. Taught,	2. Tore,	2. Told,
3. Taken.	3. Taught.	3. Torn.	3. Told.

EXERCISE 100.

Write symbols :

1. Fret not thyself in any wise to do evil.
2. Thou shalt not hate thy brother in thy heart.
3. Thou shalt not take the name of the Lord thy God in vain.
4. A book upon that subject will not take, in a community of uncultivated minds.
5. I can not teach your son the first principles of good behavior.
6. Ah! Jew, you did not teach me that word in vain.
7. The hand of fate has not yet torn thee from my sight.
8. You should not tear yourself from us so unceremoniously.
9. You did not tell me the cause of your quarrel with Mr. B.
10. I have not told any person any thing at all about it.
11. I have not heard from my father in several months.
12. I can not bear the fellow's conceit.
13. Many of these maxims will not bear a very close analysis.

REVIEW QUESTIONS.—What does the Future Tense express ? How is prediction expressed ? Determination ? Give the Future Tense of *Love* for prediction. For determination. Give the principal parts of *Grow*, *Kneel*, *Leap*.

14. The atmosphere of individual freedom is not conducive to refinement of manners.

QUESTIONS.—What kind of a phrase is—(1.) In any wise? (2.) In thy heart? (3.) Of the Lord thy God? (4.) Upon that subject? In a community? Of uncultivated minds? (5.) Of good behavior? (7.) From my sight? (11.) From my father? In several months? (14.) Of individual freedom? To refinement? Of manners. Construction of (5) "son"? Of (6) "me"? Of (9) "me"? Of (10) "any person"?

EXERCISE 101.

Write sentences :

1. (ppr. co. s. 2. n.) take [ind. pres. neg. s. 2.] {a. p.} {n. c. nt. s. 3. o.} of {ppr. co. s. 2. p.} {a. p.} {n. c. nt. s. 3. o.}.
2. (ppr. co. pl. 2. n.) take [ind. fut. d. neg. pl. 2.] {n. c. nt. s. 3. o.} for {art.} {n. c. nt. s. 3. o.} of {art.} {n. c. m. s. 3. o.}.
3. (dem.) (a. p.) (n. c. f. pl. 3. n.) teach [ind. per. neg. pl. 3.] {ppr. f. pl. 3. p.} {n. c. co. pl. 3. o.} speak [inf. pres.] {art.} {n. c. nt. s. 3. o.}.
4. (n. p. m. s. 3. n.) teach [ind. fut. p. neg. s. 3.] in [art.] {n. c. nt. s. 3. o.} of [dem.] {n. c. nt. s. 3. o.}.
5. (ppr. m. s. 3. n.) tear [ind. past neg. s. 3.] {ppr. m. s. 3. o.} from [art.] {n. c. nt. s. 3. o.} of [ppr. m. s. 3. p.] {n. c. nt. s. 3. o.} without [ind.] {a. p.} {n. c. nt. s. 3. o.}.
6. (n. p. m. s. 3. n.) tell [ind. past neg. s. 3.] to [n. p. m. s. 3. o.] [art.] {n. c. m. s. 3. o.} of [n. p. nt. s. 3. o.] {art.} {a. p.} {n. c. nt. pl. 3. o.} of {art.} {n. c. nt. s. 3. o.}.
7. (ppr. co. s. 1. p.) (n. c. m. s. 3. n.) tell [ind. per. neg. s. 3.] to [ppr. co. s. 1. o.] {ind.} {n. c. nt. s. 3. o.} about {ppr. nt. s. 3. o.}.
8. (ppr. co. s. 1. n.) spend [ind. per. neg. s. 1.] {car.} {n. c. nt. pl. 3. o.} in [car.] {n. c. nt. pl. 3. o.}.
9. (ppr. co. s. 2. n.) speak [ind. fut. d. neg. s. 2.] to [ppr. co. s. 1. o.] in [dem.] {a. p.} {n. c. nt. s. 3. o.}.
10. (ppr. m. s. 3. n.) choose [ind. past neg. s. 3.] speak [inf. pres.] to [ppr. m. s. 3. p.] {n. c. f. s. 3. o.} concerning [dem.] {a. p.} {n. c. nt. pl. 3. o.}.
11. (art.) (n. p. m. pl. 3. n.) can [ind. past neg. pl. 3.] find [inf. pres.] {ind.} {n. c. nt. s. 3. o.} in [ppr. m. s. 3. o.].
12. (ppr. m. s. 3. n.) dare [ind. pres. neg. s. 3.] touch [inf. pres.] [art.] {n. c. nt. s. 3. o.} of [n. p. m. s. 3. o.].

REVIEW QUESTIONS.—What part of speech is the Subject? The Predicate? What is the Copula? What verbs are often used in the sense of the Copula? What is a Verb?

LESSON LI.

COMPOUND FORMS.

Compound Forms result from the formation of *Interrogative* and *Negative* from *Progressive* and *Passive* Forms.

The rules already given for *Interrogative* and *Negative* Forms are to be followed in the *Compound Forms*.

Progressive Negative: You were not writing a letter this morning. *Symbols:* (ppr. co. s. 2. n.) write [ind. past. pro. neg. s. 2.] {art.} {n. c. nt. s. 3. o.} *during* [dem.] [n. c. nt. s. 3. o.].

Passive Negative: The lad had not been beaten by his father. *Symbols:* (art.) (n. c. m. s. 3. n.) beat [ind. pper. pas. neg. s. 3.] by [ppr. m. s. 3. p.] [n. c. m. s. 3. o.].

Progressive Interrogative: Were you writing a letter this morning? *Symbols:* (ppr. co. s. 2. n.) write [ind. past pro. int. s. 2.] {art.} {n. c. nt. s. 3. o.} *during* [dem.] [n. c. nt. s. 3. o.]?

Passive Interrogative: Had the lad been beaten by his father? *Symbols:* (art.) (n. c. m. s. 3. n.) beat [ind. pper. pas. int. s. 3.] by [ppr. m. s. 3. p.] [n. c. m. s. 3. o.]?

Progressive Interrogative Negative: Were you not writing a letter this morning? *Symbols:* (ppr. co. s. 2. n.) write [ind. past pro. int. neg. s. 2.] {art.} {n. c. nt. s. 3. o.} *during* [dem.] [n. c. nt. s. 3. o.]?

Passive Interrogative Negative: Had not the lad been beaten by his father? *Symbols:* (art.) (n. c. m. s. 3. n.) beat [ind. pper. pas. int. neg. s. 3.] by [ppr. m. s. 3. p.] [n. c. m. s. 3. o.]?

REVIEW QUESTIONS.—What is an Adverbial Phrase? To what may Adverbial Phrases be changed? Rule for punctuating Adverbial Phrases? What is meant by Apposition? Rule for punctuation?

Principal Parts of Verbs.

1. Throw,	1. Wear,	1. Weave,	1. Win,
2. Threw,	2. Wore,	2. Wove,	2. Won,
3. Thrown.	3. Worn.	3. Woven.	3. Won.

EXERCISE 102.

1. Mr. Mason built a very handsome house on Grand Street during the past summer.
2. Change 1 to the Pro. Form.
3. Change 2 to Int. Form.
4. Change 2 to Neg. Form.
5. Change 3 to Neg. Form.
6. Change 1 to Pas. Form.
7. Change 6 to Int. Form.
8. Change 7 to Neg. Form.
9. Change 6 to Neg. Form.
10. Change 1 to Em. Form.
11. Change 10 to Neg. Form.
12. Change 10 to Int. Form.
13. Change 11 to Int. Form.

EXERCISE 103.*Write sentences :*

1. (art.) (n. c. nt. s. 3. n.) throw [ind. past neg. int. s. 3.] {ppr. nt. s. 3. p.} {a. p.} {n. c. nt. s. 3. o.} upon [art.] [a. p.] [n. c. nt. pl. 3. o.] of [art.] [n. c. nt. s. 3. o.]?
2. (dem.) (a. p.) (n. c. nt. pl. 3. n.) throw [ind. per. pas. neg. pl. 3.] upon [art.] [n. c. nt. s. 3. o.] within [art.] [a. s.] [car.] [n. c. nt. pl. 3. o.].
3. (ppr. co. s. 2. n.) wear [ind. per. pro. int. s. 2.] {dem.} {n. c. nt. s. 3. o.} [av.] since [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.] from [n. p. nt. s. 3. o.].
4. (art.) (n. c. nt. pl. 3. n.) wear [ind. pres. pro. neg. int. pl. 3.] [av.] *during* [dis.] [n. c. nt. s. 3. o.] by [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. pl. 3. o.]?
5. (dem.) (a. p.) (n. c. nt. s. 3. n.) weave [ind. per. pro. int. s. 3.] {ind.} {n. c. nt. s. 3. o.} in [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.]?
6. (art.) (n. c. nt. s. 3. n.) of (ppr. co. s. 2. p.) (n. c. nt. s. 3. o.) weave [ind. past pas. neg. int. s. 3.] at [art.] [n. c. nt. s. 3. o.] in [n. p. nt. s. 3. o.]?
7. (n. p. m. s. 3. n.) make [ind. past neg. int. s. 3.] {art.} {n. c. nt. s. 3. o.} in [n. p. nt. s. 3. o.] *at* [art.] [ind.] [n. c. nt. pl. 3. o.] [av.]?

REVIEW QUESTIONS.—Give the meaning of each, such, every, neither, many, any, some, all, both, several, few, other. Name the Distributives. Define Cardinal. Ordinal.

8. (art.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. n.) [av.] make [ind. past s. 3.] {art.} {a. P.} {n. c. m. pl. 3. o.} at {n. c. nt. s. 3. o.} with {art.} {n. c. m. pl. 3. o.} of {art.} {n. c. nt. s. 3. o.}.
9. (art.) (a. p.) (n. c. co. s. 3. n.) of (n. c. nt. s. 3. o.) know [ind. past neg. s. 3.] {art.} {n. p. m. s. 3. o.} of {n. c. nt. s. 3. o.}.
10. (car.) (n. c. nt. pl. 3. n.) change [ind. per. neg. pl. 3.] {art.} {n. c. nt. s. 3. o.} of {dem.} {n. c. nt. s. 3. o.}.
11. (art.) (n. p. m. s. 3. n.) (art.) (n. c. nt. s. 3. n.) of (art.) (a. p.) (n. c. nt. s. 3. o.) (art.) (n. c. m. s. 3. n.) of (art.) (a. p.) (n. c. nt. s. 3. o.) go [ind. pres. pas. s. 3.].

LESSON LII.

PARTICIPLES.

Participles are parts of verbs. They have the meaning of their respective verbs, but are used like adjectives.

There are two Participles—the **Present Participle** always ending in **ing**, and denoting continued or incomplete action or state ; and the **Past Participle**, denoting completed action or state.

The **Past Participle** of regular verbs ends in **ed**. It is the *third* of the Principal Parts ; as, Loved, love (par. past) ; Gone, go (par. past).

The **Present Participle**, *like* the Adjective in **ing**, is an adjunct of a Noun ; as, Participle—A *passing* shower. Adjective—A *striking* appearance.

The **Present Participle**, *unlike* the Adjective in **ing**, expresses an action, not a quality ; a particular time, and cannot be inflected for degree.

The **Present Participle**, *like* the Infinitive in **ing**, may take an object and be qualified by an Adverb ; but

REVIEW QUESTIONS.—Define the First Person. Second Person. Third Person. What is a Pronoun ? Give the inflection of I. Thou. He. You. She. It. What number is You ?

unlike the Infinitive in **ing**, the Participle cannot be the subject of a sentence, or the object of a Verb or of a Preposition. It is an adjunct of a Noun, and expresses time.

Punctuation.—Participles, with their adjuncts, are usually separated from the rest of the sentence by commas.

MODEL.—Sailing up the river, you may see the whole town. *Symbols:* Sail (par. pres.) up (art.) (n. c. nt. s. 3. o.), (ppr. co. s. 2. n.) may [ind. pres. s. 2.] see [inf. pres.] {art.} {ind.} {n. c. nt. s. 3. o.}.

Principal Parts of Verbs.

1. Wind,	1. Wring,	1. Write,	1. Catch,
2. Wound,	2. Wrung,	2. Wrote,	2. Caught,
3. Wound.	3. Wrung.	3. Written.	3. Caught.

EXERCISE 104.

Write symbols :

1. The road, winding through the thick forest, leads to a park abounding in all kinds of game.
2. Wringing her hands in great agony, the widowed mother implored the President to release her only son.
3. I found my old friend in his office, writing with diligence at a desk standing by the window.
4. Picking some splinters from the chip-yard, the dextrous housewife bound them firmly to the hen's legs, leaving only the hip joints in working order.
5. Taking my gun, I went to a neighboring wood to spend a few hours in recreation.
6. Catching the adjoining buildings, the fire rapidly consumed the larger part of the block.
7. The novice in the military art flew from point to point, retarding his own preparations by the excess of his violent, distempered zeal.
8. At a respectful distance from this unusual show, were gathered divers groups of curious idlers; some admiring

REVIEW QUESTIONS.—How is a verb conjugated in the Passive Form? What verbs have a Passive Form? How may Intransitive verbs be made Transitive? Principal parts of Lend? Lose? Make? Mean?

the blood and bone of the high-mettled military charger, and others gazing at the preparations, with the dull wonder of vulgar curiosity.

9. Your brother being absent, I take the liberty of writing to you concerning his probable marriage.

QUESTIONS.—Of what is (1) "winding" an adjunct? What kind of a phrase is—(1.) Through the thick forest? To a park? In all kinds of game? Of what is "abounding" an adjunct? (2.) "Wringing"? (3.) "Writing"? "Standing"? (4.) "Picking"? "Leaving"? Is (4) "working" a Participle? (5.) "Neighboring"? (6.) "Adjoining"? Of what are (5) "taking," (6) "catching," (7) "retarding," (8) "admiring," "gazing," adjuncts?

EXERCISE 105.

Write sentences :

- Find (par. pres.) (ppr. nt. s. 3. o.) (a. p.) convince (inf. pres.) (art.) (a. p.) (n. c. m. s. 3. o.) of (art.) (n. c. nt. s. 3. o.) of (ppr. co. s. 1. p.) (n. c. nt. s. 3. o.) (ppr. co. s. 1. n.) lay [ind. past s. 1.] {art.} {n. c. nt. s. 3. o.} before [n. p. m. s. 3. o.] [art.] [a. p.] [n. c. m. s. 3. o.] live [par. pres.] in [n. p. nt. s. 3. o.].
- There be [ind. pres. s. 3.] (a. p.) (n. c. nt. s. 3. n.) in (n. c. f. pl. 3. p.) know (inf. ing.) about (dem.) (n. c. nt. pl. 3. o.).
- (ppr. m. pl. 3. n.) give [ind. past neg. pl. 3.] {n. c. nt. s. 3. o.} of {art.} {n. c. co. s. 3. p.} leave {inf. ing.} {n. c. nt. s. 3. o.}.
- Esteem (par. pres.) (ppr. m. pl. 3. o.) (a. p.) (ppr. m. pl. 3. n.) become [ind. past pl. 3.] [n. c. m. pl. 3. n.].
- (ppr. m. s. 3. n.) love (par. pres.) (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.) perform [ind. past s. 3.] {ppr. nt. s. 3. o.} [av.].
- Laugh (inf. ing.) to (ind. co. s. 3. p.) (n. c. nt. s. 3. o.) be [ind. pres. s. 3.] [a. p.] in [n. c. nt. s. 3. o.].
- (ppr. co. s. 1. n.) tell [ind. past s. 1.] {ppr. co. s. 1. p.} {n. c. co. s. 3. o.} chide {inf. pres.} {ppr. m. s. 3. o.} for find {par. ing. neg.} {ind.} {n. c. nt. s. 3. o.}.
- (ppr. co. pl. 1. n.) ought [ind. pres. pl. 1.] find [inf. pres.] [ppr. co. pl. 1. p.] [a. s.] [n. c. nt. s. 3. o.] in do [inf. ing.] [n. c. nt. s. 3. o.] to [art.] [n. c. co. pl. 3. o.].
- (art.) (n. c. m. s. 3. n.) charge [ind. past s. 3.] upon [art.] [n. c. m. pl. 3. o.] strike (par. pres.) (ppr. co. pl. 3. o.) with (ppr. m. s. 3. p.) (a. p.) (n. c. nt. pl. 3. o.).

REVIEW QUESTIONS.—When is a noun in Apposition? Rule for Punctuation of appositives? In what tenses is Have used as an auxiliary? Present Tense of Have? Past? Future? Principal parts of sink, sleep, slide?

LESSON LIII.

PARTICIPLES—(Continued.)

THE **Progressive Participle**, like the Progressive Form of verbs, is formed by placing the *Present Participle* after the participles of the verb **Be**. The only *Progressive Participle* in use is the **Perfect Progressive**, formed from the Perfect Participle—*Having been*; as, *Having been sitting*. *Symbol*: Sit (par. per. pro.).

The **Perfect Participle** is formed by placing the *Past Participle* after the Present Participle **Having**; as, *Having written*. *Symbol*: Write (par. per.).

Participles are always adjuncts of Nouns or of Pronouns.

MODEL.—The English, basing their title upon the discoveries made by the Cabots, laid claim to all the territory extending from the Atlantic to the Pacific.

Symbols: (art.) (n. p. m. pl. 3. n.) base (par. pres.) (ppr. m. pl. 3. p.) (n. c. nt. s. 3. o.) upon (art.) (n. c. nt. pl. 3. o.) make (par. past) by (art.) (n. p. m. pl. 3. o.) lay [ind. past pl. 3.] {n. c. nt. s. 3. o.} to {ind.} {art.} {n. c. nt. s. 3. o.} extend {par. pres.} from {art.} {n. p. nt. s. 3. o.} to {art.} {n. p. nt. s. 3. o.}.

EXERCISE 106.

Write symbols:

1. Having received intelligence of this disaster, Washington fell back to a position better adapted for defence.
2. This experience suggested to him the idea of writing a novel founded on the vicissitudes in the life of a slave.
3. St. Paul, having so powerfully declared this truth, passes on with admirable tact to the brotherhood of men.
4. Having been walking about the city for several hours, I

REVIEW QUESTIONS. — How may the Passive be changed to the Simple Form? The Simple to the Passive? Principal parts of Meet? Pay? Read? Rend?

passed the Odeion of Herodes Atticus, down into the valley on the north of the Acropolis.

5. Having been riding all day over a rough road, I gladly accepted my friend's hospitality.
6. Having had considerable experience in teaching the sons of the gentry, he decided to return to his old position.
7. Having been studying very diligently during the session, the two brothers entered upon the recreation of vacation with becoming heartiness.
8. Hast thou a charm to stay the morning star in his steep course?
9. We can inform Jonathan of the inevitable consequences of being too fond of glory.
10. The attempt of the lords to stop the progress of reform reminds me very forcibly of the conduct of the excellent Mrs. Partington on the occasion of the great storm of Sidmouth.

QUESTIONS.—Of what is (1) "having received" an adjunct? "Adapted"? (2.) "Founded"? (3.) "Having so powerfully declared"? (4.) "Having been walking"? (5.) "Having been riding"? (6.) "Having had"? What kind of a phrase is—(1.) Of this disaster? To a position? For defence? (2.) On the vicissitudes? (4.) About the city? For several hours? What does (1) "better" qualify? (3.) "So"? "Powerfully"? Change 2, 5, 7, and 9 to the Passive Form.

EXERCISE 107.

Write sentences:

1. Find (par. per.) (a. p.) (n. c. nt. s. 3. o.) in (n. p. nt. s. 3. o.) (n. p. m. s. 3. n.) decide [ind. past s. 3.] remove [inf. pres.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} to {dem.} {n. c. nt. s. 3. o.}.
2. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) sentence [ind. per. pas. s. 3.] hang [inf. pres. pas.] for kill [inf. ing.] [art.] [n. c. m. s. 3. o.] in [a. p.] [n. c. nt. s. 3. o.].
3. Hang (par. per.) (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.) on (art.) (n. c. nt. s. 3. o.) (ppr. m. s. 3. n.) fling [ind. past s. 3.] {ppr. m. s. 3. o.} on [art.] [n. c. nt. s. 3. o.].
4. (ppr. co. s. 2. n.) see [ind. past neg. int. s. 2.] {dem.} {a. p.} {n. c. m. s. 3. o.} run {par. pres.} down {n. c. nt. s. 3. o.}.

REVIEW QUESTIONS.—Define the Future Perfect Tense. How is it formed? How does the Copula Be form a Predicate? What are the principal parts of Be? What is the Present Tense of Be? Past Tense? Future Tense?

5. (av.) feed (par. pres.) (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.) with (ind.) (a. p.) (n. c. nt. pl. 3. o.) (ppr. m. s. 3. n.) journey [ind. past s. 3.] along [art.] [n. c. nt. pl. 3. o.] of [art.] [n. c. nt. s. 3. o.] of [n. c. nt. pl. 3. o.] overlook [par. pres.] [ind. nt. pl. 3. o.] of [art.] [a. s.] [n. c. nt. pl. 3. o.] of [art.] [a. p.] [n. p. nt. s. 3. o.].
6. (ppr. co. s. 1. n.) can [ind. past s. 1.] [av.] hear [inf. pres.] [av.] {art.} {a. p.} {n. c. nt. s. 3. o.} of {art.} {n. c. m. s. 3. o.} repeat {par. pres.} {art.} {a. p.} {n. c. nt. s. 3. o.}.
7. (art.) (n. c. nt. s. 3. n.) close (par. pres.) with (art.) (a. p.) (n. c. nt. s. 3. o.) fill [ind. past s. 3.] {art.} {ind.} {n. c. nt. s. 3. o.} with [n. c. nt. pl. 3. o.].
8. At [n. c. nt. s. 3. o.] on [art.] [a. s.] [n. c. nt. s. 3. o.] (art.) (a. p.) (n. c. nt. s. 3. n.) (art.) (a. p.) (n. c. nt. s. 3. n.) for (n. c. nt. s. 3. o.) see [ind. past pas. s. 3.] fly [par. pres.] over [n. p. m. s. 3. p.] [n. c. nt. pl. 3. o.].

LESSON LIV.

PARTICIPLES—(Continued.)

Passive Participles are formed from Passive Verbs.

The *Past Participles* of Passive Verbs are always passive; as, Written. *Symbol*: Write (par. past).—Loved, love (par. past).

Two Compound Passive Participles are formed by placing the *Past Participle* after *Being* and *Having been*, participles of the verb **Be**; as, Being sent. *Symbol*: Send (par. pres. pas.).—Having been sent. *Symbol*: Send (par. per. pas.).

A Noun and a Participle are often united in such a way that they become grammatically *independent* of the rest of the sentence, while they form an adverbial adjunct of

REVIEW QUESTIONS.—How is the Progressive Form made? Conjugate the verb "run" in the Progressive Form. Rule for doubling the final consonant? For final *s*? Exceptions? Principal parts of Ring? Say? Seek? Sell?

the Predicate. The Noun is in the *Nominative Case*; as, *The rain having ceased*, we renewed our journey. *Symbols*: [art.] [n. c. nt. s. 3. n.] ceased [par. per.] (ppr. co. pl. 1. n.) renew [ind. past pl. 1.] {ppr. co. pl. 1. p.} {n. c. nt. s. 3. o.}.—The fire having been put out, the firemen went home. *Symbols*: [art.] [n. c. nt. s. 3. n.] put out [par. per. pas.] (art.) (n. c. m. pl. 3. n.) go [ind. past pl. 3.] to [n. c. nt. s. 3. o.].

MODEL.—The carpenter's tools having been held for a debt, he was obliged to consult a lawyer.

Symbols: [art.] [n. c. m. s. 3. p.] [n. c. nt. pl. 3. n.] hold [par. per. pas.] for [art.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) oblige [ind. past pas. s. 3.] consult [inf. pres.] [art.] [n. c. m. s. 3. o.].

EXERCISE 108.

Write symbols:

1. Held to its course by the little rudder, the vessel reached her port in safety.
2. Fruit put up in air-tight jars can be kept several years in good order.
3. Upon this new fright, an order was made by both Houses for disarming all the Papists in England.
4. Having been detained at home a few weeks by a severe illness, the young man lost his situation.
5. Forsaken by his friends, the poor man soon gave up all hope of success.
6. It is more difficult for a native to bring to that standard the manners of his own nation, familiarized to him by long habit.
7. The "Notch of the White Mountains" is a phrase appropriated to a very narrow defile extending two miles in length, between two huge cliffs, apparently rent asunder by some vast convulsion of nature.
8. They stood brandishing their formidable pila, covered with their long shields, and bearing on their right thigh their peculiar and fatal weapon, the sword, fitted alike to cut and to stab.

REVIEW QUESTIONS.—How many Cases are there? Define each. How is the possessive singular formed? Possessive plural? How should Proper Nouns be written? How should each sentence of an Exercise begin?

9. The concluding part of your letter is a good reason for my not asking you to trouble yourself further about my papers.

QUESTIONS.—Of what is (1) "held" an adjunct? (2.) "Put"? (4.) "Having been detained"? (5.) "Forsaken"? (6.) "Familiarized"? (7.) "Appropriated"? "Extending"? (8.) "Brandishing"? "Covered"? "Bearing"? Describe the following phrases: (1.) In its course. By the little rudder. In safety. (2.) In air-tight jars. In good order. (3.) Upon this new fright. (4.) By a severe illness. (5.) Of success. (6.) Of his own nation. To him. By long habit.

EXERCISE 109.

Write sentences.

- [art.] [n. c. nt. s. 3. n.] of [art.] [n. c. m. pl. 3. o.] call [par. per. pas.] [ppr. nt. s. 3. n.] resolve [ind. past pas. s. 3.] finish [inf. pres.] [art.] [n. c. nt. s. 3. o.].
- Overtake (par. past) in (ppr. m. s. 3. p.) (n. c. nt. s. 3. o.) (art.) (n. c. m. s. 3. n.) [av.] give up [ind. past s. 3.] {ppr. m. s. 3. o.} to [art.] [n. c. m. s. 3. o.].
- Keep (par. per. pas.) in (n. c. nt. s. 3. o.) *for* (art.) (a. p.) (n. c. nt. s. 3. o.) (n. p. m. s. 3. n.) be [ind. past s. 3.] [a. p.] know [inf. pres.] [art.] [a. s.] [n. c. nt. s. 3. o.].
- (art.) (n. c. nt. s. 3. n.) detain (par. per. pas.) *for* (car.) (n. c. nt. pl. 3. o.) by (art.) (a. p.) (n. c. nt. s. 3. o.) arrive [ind. past neg. s. 3.] till [dem.] [n. c. nt. s. 3. o.].
- (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [ind.] [a. p.] [n. c. nt. s. 3. n.] of [art.] [n. c. m. s. 3. o.] raise [par. pres.] [ppr. m. s. 3. o.] from [a. p.] [n. c. nt. s. 3. o.].
- [dem.] [a. p.] [n. c. nt. s. 3. n.] upon [art.] [n. c. nt. s. 3. o.] repulse [par. per. pas.] (art.) (a. p.) (n. c. nt. s. 3. n.) make [ind. past pas. s. 3.] [av.] destroy [inf. pres.] [art.] [a. P.] [n. c. nt. s. 3. o.].
- (art.) (n. c. nt. s. 3. n.) place [par. past] on (n. c. nt. s. 3. o.) move [ind. past s. 3.] up [art.] [n. c. nt. s. 3. o.] *through* [ind.] [n. c. nt. pl. 3. o.] beyond [n. p. nt. s. 3. o.] [art.] [n. c. nt. s. 3. o.] of [a. p.] [n. c. nt. s. 3. o.].
- (ppr. m. s. 3. n.) issue [ind. past. s. 3.] {n. c. nt. pl. 3. o.} [ppr. nt. s. 3. n.] be [par. pres.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. n.] of [n. c. nt. s. 3. o.] *for* {art.} {a. p.} {n. c. nt. s. 3. o.} cross {inf. pres.} {art.} {n. c. nt. s. 3. o.} (and) form {inf. pres.} in {n. c. nt. s. 3. o.} of {n. c. nt. s. 3. o.} on {art.} {a. p.} {n. c. nt. s. 3. o.}.

REVIEW QUESTIONS.—In what tenses is the Emphatic Form used? How is it formed? How may other tenses be made emphatic? Principal parts of Send? Shake? Shoe? Shoot?

LESSON LV.

CASE AFTER COPULATIVE PARTICIPLES AND INFINITIVE.

THE Noun or Pronoun after a Participle or an Infinitive of a Copulative Verb is in the same case as the word of which the Participle or Infinitive is an adjunct ; as, I took him to be a *gentleman*. *Symbols* : (ppr. co. s. 1. n.) take [ind. past s. 1.] {ppr. m. s. 3. o.} be {inf. pres.} {art.} {n. c. m. s. 3. o.}.—They have a ruler styled *king*. *Symbols* : (ppr. m. pl. 3. n.) have [ind. pres. pl. 3.] {art.} {n. c. m. s. 3. o.} style {par. past} {n. c. m. s. 3. o.}.—That is a plant called *mandrake*. *Symbols* : (dem. nt. s. 3. n.) be [ind. pres. s. 3.] [art.] [n. c. nt. s. 3. n.] call [par. past] [n. c. nt. s. 3. n.].

The Noun or Pronoun after an Infinitive depending upon a Predicate Verb, is in the Nominative Case. It is also in the Nominative Case when the Infinitive is limited by a Possessive noun or pronoun ; as, It could not have been she. *Symbols* : (ppr. nt. s. 3. n.) can [ind. past neg. s. 3.] be [inf. per.] [ppr. f. s. 3. n.].—I had no idea of its being John = I had no idea that it was John. *Symbols* : (ppr. co. s. 1. n.) have [ind. past s. 1.] {a. p.} {n. c. nt. s. 3. o.} of {ppr. nt. s. 3. p.} be {inf. ing.} {n. p. m. s. 3. n.}.—He seems to be a scholar. *Symbols* : (ppr. m. s. 3. n.) seem [ind. pres. s. 3.] be [inf. pres.] [art.] [n. c. m. s. 3. n.].

EXERCISE 110.

Write symbols :

1. My old chum, Henry Cummings, being captain of the company, I hoped to succeed in obtaining a leave of absence.
2. Every fine afternoon, the old man could be seen sitting in his easy chair at the open door of his son's office.

REVIEW QUESTIONS.—How is a verb conjugated in the Present Tense ? What does the Present Perfect Tense denote ? What is the symbol ? Define the Past Perfect Tense ?

3. In my hurried journey, I reluctantly passed by Kansas City, then just beginning to be a place of some interest.
4. Henry VIII. is said to have appeared every inch a king.
5. They accused the innocent man of being the cause of their brother's misfortune.
6. There is nothing to hinder his becoming a good scholar.
7. Plucking the entrails of the offering forth, they could not find a heart within the breast.
8. After removing his mother to a place of safety, he set out at once for Cambridge.
9. Supper being ended, I made it my first business to visit my friend at the office of his distinguished instructor.
10. It would be a romantic madness for a man to be a lord in his closet.
11. The Jews were in a particular manner ridiculed for being a credulous people.

QUESTIONS.—Name the words in 1 that are in the Nominative Case. Is "obtaining" a Participle? What kind of a phrase is—(2.) Every fine afternoon? Is "sitting" a Participle? Of what is (3) "beginning" an adjunct? In what case is "place"? (5.) "Cause"? (6.) "Scholar"? What kind of a phrase is—(7.) Within the breast? Is (8) "removing" a Participle? In what case is (9) "supper"? (10.) "Madness"? "Lord"? "People"?

EXERCISE 111.

Write sentences:

1. [n. p. m. s. 3. n.] consider [par. per. pas.] [av.] [art.] [a. p.] [n. c. m. s. 3. n.] (ppr. co. s. 1. n.) feel [ind. past s. 1.] [av.] [a. p.] in trust [inf. ing.] [ppr. m. s. 3. o.].
2. In [n. c. nt. s. 3. o.] of [dem.] [n. c. nt. pl. 3. o.] (art.) (n. c. m. pl. 3. n.) decide [ind. past pl. 3.] {ppr. m. s. 3. o.} be {inf. pres.} {art.} {n. c. m. s. 3. o.} of {art.} {a. s.} {n. c. nt. s. 3. o.}.
3. (n. p. m. s. 3. n.) give up [ind. per. s. 3.] {ind.} {n. c. nt. s. 3. o.} of {ppr. m. s. 3. p.} {n. c. m. s. 3. p.} become {inf. ing.} {art.} {a. p.} {n. c. m. s. 3. n.}.
4. (art.) (n. p. nt. s. 3. n.) of (n. p. nt. s. 3. o.) be [ind. per. s. 3.] *for* [av.] [car.] [n. c. nt. pl. 3. o.] in build [inf. ing.].
5. After look [inf. ing.] at [ppr. nt. pl. 3. o.] [av.] *for* [art.] [ind.] [n. c. nt. pl. 3. o.] (ppr. m. pl. 3. n.) pass [ind. past pl. 3.]

REVIEW QUESTIONS.—How is the Interrogative Form made? How is the Interrogative Form in the Present and Past Tenses made? How, in formal questions? Principal parts of Sing? Sling? Slay?

- {ppr. nt. pl. 3. o.} without [art.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
6. [av.] before leave [inf. ing.] [n. p. nt. s. 3. o.] (ppr. co. s. 1. n.) attend [ind. pper. s. 1.] {art.} {n. c. nt. s. 3. o.} of {n. p. m. s. 3. o.}.
7. On enter [inf. ing.] [n. p. nt. s. 3. o.] (ppr. co. s. 1. n.) stop [ind. past s. 1.] at [art.] [a. p.] [n. c. nt. s. 3. o.] of [n. p. m. s. 3. o.] see [inf. pres.] [art.] [a. p.] [n. c. nt. s. 3. o.].
8. (art.) (a. p.) (n. c. nt. s. 3. n.) of (n. p. nt. s. 3. o.) can [ind. pres. s. 3.] understand [inf. pres. pas.] [av.] by consider [inf. ing.] [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.].
9. (ppr. co. s. 1. n.) attempt [ind. fut. p. neg. s. 1.] deny {inf. pres.} {art.} {a. p.} {n. c. nt. s. 3. o.} of be {inf. ing.} {art.} {a. p.} {n. c. m. s. 3. n.}.
10. Speak (inf. pres.) of (art.) (n. c. m. s. 3. o.) (as) (art.) (n. c. m. s. 3. o.) of (n. c. nt. s. 3. o.) may [ind. pres. s. 3.] regard [inf. pres. pas.] [art.] [n. c. nt. s. 3. n.].

LESSON LVI.

PHRASES.

Adjective Phrases are the adjuncts of Nouns; hence all phrases whose words are enclosed by *parentheses* are *Adjective Adjuncts* of the *Subject*; and all Phrases whose words are enclosed by *braces* are *Adjective Adjuncts* of the *Object*.

These phrases must be so placed that their connection with the words they are intended to modify shall be easily seen.

All Bracketed Phrases are *Adverbial Adjuncts* of the *Predicate Verb*. With the exception of those Adverbs that modify Adjectives and Participles, Adverbs are usually bracketed.

REVIEW QUESTIONS.—Define a Transitive Verb. An Intransitive Verb. How may an Intransitive Verb be made transitive? In what Case is the Object of a verb? What is Case?

Adverbial Phrases express—

I. **TIME**, answering the questions *When? How often? How long?*

II. **PLACE**, answering the questions *Where? Whither? Whence? How far?*

III. **MANNER**, answering the question *How?*

IV. **CAUSE**, answering the question *Why?*

Phrases in which a *Participle* and a *Noun* are united absolutely, express **Time** or **Cause**; as, *Our business being finished*, we returned home.

The **Preposition** is generally omitted before nouns denoting *duration of time* and *extent of space*.

EXERCISE 112.

Write symbols :

1. This morning we awoke in the harbor of Smyrna, one of the seven birthplaces of Homer.
2. Having finished our survey of the glittering temptations displayed in the bazaars, we hired donkeys for a ride into the neighborhood.
3. Presently I saw a funeral train moving across the village green.
4. In the morning early I called out my whole family to help at saving an after-growth of hay.
5. Our guest offering his assistance, he was accepted among the number.
6. I could not avoid observing the assiduity of Mr. Burchell in assisting my daughter Sophia in her part of the task.
7. Early the next morning, the snow having fallen in great abundance during the night, my son was employed in opening a passage before the door.
8. During the first part of this period, religion among all classes was at a very low ebb.
9. The clergy, often ordained without any regard to their attainments, neglected the duties of their sacred calling to indulge in the various dissipations of that corrupt age.

REVIEW QUESTIONS.—Rule for *shall* and *will* in the Interrogative Form? How is prediction in a question denoted? Rule for *should* and *would*? Principal parts of *Smite*? *Spend*? *Spin*? *Sling*? *Strike*?

10. Philanthropists encouraged 'it with the view to prevent famine among the lower classes by affording a substitute for grain during seasons of bad harvests.

QUESTIONS.—What kind of a phrase is—(1.) This morning ? In the harbor ? Of the seven birthplaces ? (2.) Of the glittering temptations ? In the bazaars ? For a ride ? Into the neighborhood ? (3.) Across the village green ? (5.) Among the number ? (6.) In her part of the task ? (7.) In great abundance ? Before the door ? (8.) Of this period ? Among all classes ? Of what is (2) "having finished" an adjunct ? "Displayed" ? (3.) "Moving" ? (5.) "Offering" ? (7.) "Having fallen" ? Point out Infinitives in "ing."

EXERCISE 113.

Write sentences :

1. (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) on (art.) (ind.) (n. c. nt. s. 3. o.) of (art.) (n. p. m. s. 3. o.) [av.] reach [ind. past s. 3.] {ppr. co. s. 1. o.} in {art.} {n. c. nt. s. 3. o.}.
2. There seem [ind. past s. 3.] (ind.) (n. c. nt. s. 3. n.) of (ppr. co. pl. 1. p.) detain (inf. ing. pas.) (av.) for (n. c. nt. s. 3. o.) of (n. c. m. pl. 3. o.) until (n. c. nt. s. 3. o.).
3. (dem.) (a. p.) (n. c. m. pl. 3. n.) have [ind. past neg. pl. 3.] {car.} {n. c. nt. s. 3. o.} in {art.} {car.} {n. c. nt. pl. 3. o.} of {av.} reach {inf. ing.} {art.} {n. c. nt. s. 3. o.} {av.} in {n. c. nt. s. 3. o.}.
4. (n. p. m. s. 3. n.) (art.) (n. c. m. s. 3. n.) of (art.) (a. p.) (n. c. nt. s. 3. o.) be (par. pres.) (art.) (a. p.) (n. c. m. s. 3. n.) can [ind. past neg. s. 3.] command [inf. pres.] {art.} {n. c. nt. s. 3. o.} of {ppr. m. s. 3. p.} {n. c. co. pl. 3. o.}.
5. Finish (par. per.) (art.) (n. c. nt. pl. 3. o.) of (art.) (n. c. nt. s. 3. o.) (dem.) (a. p.) (n. c. m. s. 3. n.) will [ind. past s. 3.] entertain [inf. pres.] {ppr. m. s. 3. p.} {a. p.} {n. c. m. s. 3. o.} with [n. c. nt. pl. 3. o.] of [dem.] [n. c. nt. pl. 3. o.] of [a. p.] [n. c. nt. s. 3. o.].
6. On [dem.] [n. c. m. s. 3. p.] resign [inf. ing.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] from [a. p.] [n. c. nt. s. 3. o.] (art.) (n. c. m. s. 3. n.) remove [ind. past pas. s. 3.] to [n. p. m. s. 3. p.] [n. c. nt. s. 3. o.] at [n. p. nt. s. 3. o.].
7. (art.) (n. c. m. s. 3. n.) live (par. pres.) in (art.) (n. c. nt. s. 3. o.) come [ind. pper. s. 3.] invite [inf. pres.] [n. p. m. s. 3. p.] [n. c. m. s. 3. o.] dine [inf. pres.] with [ppr. m. s. 3. o.] on [art.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—Define the Infinitive Mood. How many tenses has the Infinitive Mood ? How is the Present Infinitive formed ? The Perfect Infinitive ? What other form of the Infinitive ?

8. Know (par. pres. neg.) (av.) procure (inf. pres.) (n. c. nt. pl. 3. o.) at (dem.) (n. c. nt. s. 3. o.) (ppr. m. pl. 3. n.) resolve [ind. past pl. 3.] upon make [inf. ing.] [art.] [n. c. nt. s. 3. o.] of [n. c. nt. pl. 3. o.] defend [inf. pres.] [ppr. m. s. 3. o.] against [art.] [a. p.] [n. c. co. pl. 3. o.] [art.] [a. s.] [n. c. co. pl. 3. o.] of [dem.] [n. c. nt. s. 3. o.].
9. (n. p. m. s. 3. n.) [av.] surprise [ind. past pas. s. 3.] at see [inf. ing.] [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. m. s. 3. p.] [n. c. nt. s. 3. o.] in [art.] [n. c. nt. s. 3. o.].

LESSON LVII.

INFINITIVES AND PARTICIPLES.

THE **Present Participle** and the **Present Infinitive** do not express present time or any time absolutely. They denote an action as accompanying the action expressed by the Predicate Verb of their clause ; as, The day *being* rainy, he decided *to stay* at home ; The day *being* rainy, he decides *to stay* at home ; The day *being* rainy, he will decide *to stay* at home.

The **Perfect Infinitive** and the **Past** and **Perfect Participles** represent an action as completed before the time of the Predicate Verb of their clause ; as, *Having recited* his lesson, he went home ; He believed the battle *to have been won* by skill.

The **Perfect Infinitive** must not be used after verbs expressing *hope, desire, intention, or command*.

The **Verbal Noun** in **ing** takes the **Definite Article** **the** before it, and the **Preposition** **of** after it ; but it can not take an object ; as, The *sighing* of the tempest. The **Verbal Noun** differs from the Infinitive in **ing** in taking **a** or **an** before it.

REVIEW QUESTIONS.—How is the Infinitive in “ing” used ? How may it be qualified ? How is it distinguished from a verbal noun ? Principal Parts of Begin ? Behold ? Beat ? Bear ?

EXERCISE 114.*Write symbols :*

1. I intended to answer your letter more promptly.
2. Your letter, received several days ago, should have been answered in time for last night's mail.
3. Columbus believed the earth to be round.
4. We walked entirely round the walls, gazing with delight, mixed with something of sadness, on the heavy masses of ivy hanging over the ruins like natural tapestry.
5. After tea, we strolled towards Henley, through a rich meadow, on a path between hedgerows, with thrushes singing the whole distance.
6. We drank a glass of fresh, sweet, delicious water drawn by the representative of the Hathaways, from the old well covered with a broad stone.
7. We traveled thence to Oxford, stopping on the way at Woodstock to visit Blenheim Palace.
8. A sudden trembling seized on all his limbs.
9. It is an overvaluing of ourselves to decide upon everything.
10. The kings of Great Britain, having assumed the right of appointing the colonial governors, the measures of the latter seldom met with the ready, general approbation previously paid to those of their predecessors under the original charters.

QUESTIONS.—What part of speech is (2) "ago" ? What is the construction of "days" ? What kind of a phrase is (2) "For last night's mail" ? What does (4) "entirely" modify ? Of what is "gazing" an adjunct ? "Mixed" ? "Hanging" ? (5.) "Singing" ? (6.) "Drawn" ? "Covered" ? (7.) "Stopping" ? (10.) "Having assumed" ? "Paid" ? Is "appointing" a Participle ? (8.) "Trembling" ? (9.) "Overvaluing" ?

EXERCISE 115.*Write sentences :*

1. See (par. pres.) (art.) (a. p.) (n. c. nt. s. 3. o.) hang (par. pres.) from (art.) (a. p.) (n. c. nt. s. 3. o.) (art.) (n. c. m. s. 3. n) try [ind. past s. 3.] [av.] obtain [inf. pres.] [ppr. nt. s. 3. o.].
2. Climb (par. per.) to (art.) (n. c. nt. s. 8. o.) of (art.) (n. c. nt. s. 3. o.) (ppr. co. pl. 1. n.) feast [ind. past pl. 1.] {ppr. co. pl. 1. p.} {n. c. nt. pl. 3. o.} upon [art.] [a. p.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—Upon what may an Infinitive depend ? How does an Infinitive resemble a noun ? Principal parts of Breed ? Bring ? Buy ? Choose ?

3. On [ind.] [n. c. nt. s. 3. o.] [av.] before [n. c. nt. s. 3. o.] (art.) (n. c. f. s. 3. n.) sit [ind. past s. 3.] at [art.] [n. c. nt. s. 3. o.] of [ppr. f. s. 3. p.] [n. c. nt. s. 3. o.] talk (par. pres.) with (ppr. f. s. 3. p.) (n. c. m. s. 3. o.) about (art.) (n. p. nt. s. 3. o.)
4. Embosom (par. past) amongst (art.) (n. c. nt. s. 3. o.) of (a. p.) (n. c. nt. pl. 3. o.) there be [ind. past s. 3.] (art.) (a. p.) (n. c. nt. s. 3. n.) contain (par. pres.) (ind.) (car.) (n. c. co. pl. 3. o.).
5. (ind. co. pl. 3. n.) of (dem.) (a. p.) (n. c. co. pl. 3. o.) dwell [ind. past pl. 3.] in [a. p.] [n. c. nt. pl. 3. o.] with [art.] [a. p.] [n. c. nt. s. 3. o.] [av.] around [ppr. nt. pl. 3. o.] on [art.] [a. p.] [a. p.] [n. c. nt. s. 3. o.].
6. Cast (par. pres.) (ppr. co. pl. 1. p.) (n. c. nt. pl. 3. o.) over (art.) (n. c. nt. s. 3. o.) (ppr. co. pl. 1. n.) perceive [ind. pres. pl. 1.] {ind.} {n. c. co. pl. 3. o.} try {par. pres.} find {inf. pres.} {ppr. co. pl. 3. p.} {n. c. nt. s. 3. o.} into {art.} {a. p.} {n. c. nt. s. 3. o.}.
7. (art.) (n. c. co. s. 3. n.) know (par. pres.) (n. p. m. s. 3. p.) (n. c. nt. pl. 3. o.) for (n. c. nt. s. 3. o.) be (inf. pres.) (av.) (a. p.) demand [ind. past pl. 3.] {n. c. nt. s. 3. o.} arm {inf. pres.} {ppr. co. pl. 3. o.}.
8. Become (par. per.) (av.) acquaint (par. past) with (n. p. m. s. 3. o.) (art.) (a. p.) (n. c. m. s. 3. n.) began [ind. past s. 3.] think {inf. pres.} {ppr. m. s. 3. p.} {n. c. nt. pl. 3. o.} {av.} {av.} {av.} {a. p.}.
9. (art.) (a. p.) (n. c. m. s. 3. p.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) make [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} {a. p.} look upon {inf. pres.}.

LESSON LVIII.

CONJUNCTIONS.

Conjunctions are words of relation used to connect sentences.

The office performed by *Conjunctions* in regard to

REVIEW QUESTIONS.—What does the Imperative Mood express? In what tense is the Imperative used? In what person? What is the subject of the Imperative? How is it expressed?

sentences is similar to that performed by *Prepositions* as regards *words*.

In contracted sentences, *Conjunctions* appear to connect words ; as, John *and* I will attend to it. This is a contraction for—John will attend to it, *and* I will attend to it.

Conjunctions are either **Co-ordinate** or **Subordinate**, according to the relation existing between the sentences connected.

Co-ordinate Conjunctions are divided into three classes: **Cumulative**, **Adversative**, and **Illative**.

Cumulatives merely add something to what has been already said ; as, Death opens the gate of fame, *and* shuts the gate of envy after it.

The **Co-ordinate Cumulative Conjunctions** are: **And**, also, likewise, as well as ; not only — but ; partly — partly ; first — then ; secondly, further, moreover, now, well. In writing Symbols, Conjunctions are written in full and enclosed in parentheses.

A *Sentence* made up of two or more sentences connected by co-ordinate Conjunctions is a **Compound Sentence**. The connected sentences are called **Clauses**. The sign plus + separates the clauses of Compound sentences.

Punctuation.—The clauses of a compound sentence are separated by commas ; if, however, the clauses are long, and have commas within them, or if the Conjunction is omitted, the semicolon is used.

MODEL.—The mother put down her work for an instant, and looked out of the window.

Symbols : (art.) (n. c. f. s. 3. n.) put down [ind. past s. 3.] {ppr. f. s. 3. p.} {n. c. nt. s. 3. o.} for [art.] [n. c. nt. s. 3. o.] + (and) (art.) (n. c. f. s. 3. n.) look out [ind. past s. 3.] of [art.] [n. c. nt. s. 3. o.]

REVIEW QUESTIONS.—Define the Past Tense. Which part of the verb is it ? Is it changed by inflection ? What are the Principal Parts of Fall ? Fly ? Go ? Give the Present Tense of Love. The Past Tense.

EXERCISE 116.*Write symbols :*

1. Fools build houses, and wise men live in them.
2. The widows of Ashur are loud in their wail, and the idols ~~are~~ broke in the temple of Baal.
3. I got me servants and maidens, and had servants born in my house ; also I had great possessions.
4. The date as well as the nature of this book have been mistaken.
5. He was kind not only to me but to others.
6. He was not only just but generous.
7. It is well first to look, then to leap.
8. We returned to our inn to dress, and then went to Bunsen's evening party.
9. We stopped an hour at the lake, and then continued our journey.
10. We had begun to see the outposts of Switzerland, and the attraction of the Alps hurried us on to Constance, the border town.
11. The streets lay before him, strange and desolate, and the lights were extinguished in almost every house.
12. He seated himself upon the steps of the church-door, and resolved to wait the appointed time for his kinsman.
13. The stranger, instead of attempting to force his passage, stepped back into the moonlight, unmuffled his face, and stared full into that of Robin.

QUESTIONS.—Describe phrases : (1.) In them. (2.) Of Ashur. In their wail. In the temple. (3.) In my house. (4.) Of this book. (5.) To me. (9.) At the lake. (11.) In almost every house. (12.) Upon the steps. Of the church-door. For his kinsman. (13.) Into the moonlight. Is (2) "broke" the proper form of the verb? Of what is (3) "servants" the object? Construction of "born"? Is (13) "attempting" a Participle?

EXERCISE 117.*Write sentences :*

1. (n. p. m. s. 3. n.) *must* [ind. pres. s. 3.] *punish* [inf. pres. pas.]
+ (as well as) (n. p. m. s. 3. n.) *must* [ind. pres. s. 3.] *punish* [inf. pres. pas.].

REVIEW QUESTIONS.—In what case is the Predicate Noun? Is the Predicate Noun ever understood? Illustrate by examples. When is *Be* not a Copula? What other verbs have the force of the Copula?

2. (a. p.) (n. c. nt. pl. 3. n.) be [ind. pres. pl. 3.] [a. p.] + (and) (n. c. nt. s. 3. n.) eat (par. past) in (n. c. nt. s. 3. o.) be [ind. pres. s. 3.] [a. p.].
3. (ppr. m. s. 3. n.) (not only) deal [ind. past s. 3.] [av.] with [art.] [n. c. m. pl. 3. o.] + (but) (ppr. m. s. 3. n.) rob [ind. past s. 3.] {art.} {n. c. m. pl. 3. o.}.
4. (Not only) (art.) (n. c. m. pl. 3. n.) play [ind. pres. pl. 3.] {n. c. nt. s. 3. o.} + (but) (art.) (n. c. f. pl. 3. n.) play [ind. pres. pl. 3.] {n. c. nt. s. 3. o.}.
5. (n. p. f. s. 3. n.) look [ind. past s. 3.] [av.] at [n. p. f. s. 3. o.] for [art.] [n. c. nt. s. 3. o.] + (and) (art.) (n. c. nt. s. 3. n.) seem [ind. past s. 3.] break in [inf. pres.] on [ppr. f. s. 3. p.] [n. c. nt. s. 3. o.].
6. (art.) (n. c. nt. s. 3. n.) in (art.) (n. c. nt. s. 3. o.) dry up [ind. ppr. s. 3.] + (and) (art.) (n. c. nt. pl. 3. n.) go [ind. past pl. 3.] [av.] with [n. c. nt. s. 3. o.].
7. (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. pl. 3. o.) mingle [ind. past s. 3.] with [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. pl. 3. o.] + (and) (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. pl. 3. o.) mingle [ind. past s. 3.] with [art.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. pl. 3. o.].
8. (ppr. co. pl. 3. n.) [av.] enter [ind. past pl. 3.] {art.} {a. p.} {n. c. nt. s. 3. o.} + (and) (ppr. co. pl. 3. n.) go up [ind. past pl. 3.] {n. c. nt. s. 3. o.} after {n. c. nt. s. 3. o.} of {n. c. nt. pl. 3. o.} to [art.] [n. c. nt. pl. 3. o.] of [ind. co. pl. 3. o.] of [ppr. co. pl. 3. p.] [n. c. co. pl. 3. o.].
9. (n. c. nt. s. 3. n.) fall [ind. pres. s. 3.] + (and) (n. c. nt. s. 3. n.) (and) (a. p.) (n. c. nt. pl. 3. n.) fold [ind. pres. pas. pl. 3.] in [ppr. nt. pl. 3. p.] [a. p.] [n. c. nt. pl. 3. o.].
10. (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) change [ind. per. s. 3.] + (as well as) (art.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. s. 3. o.) change [ind. per. s. 3.].

LESSON LIX.

CONJUNCTIONS—(Continued.)

Co-ordinate Adversative Conjunctions denote opposition of meaning in the clauses connected. There are three modes or degrees of opposition.

I. The **Arrestive Conjunctions** which denote the strongest opposition are: **But**, *but then*, *still*, *yet*, *only*, *nevertheless*, *however*.

II. The **Exclusive Conjunctions** are: *Else*, *otherwise*.

III. The **Alternative Conjunctions** are: *Either* — *or* ; *whether* — *or* ; *neither* — *nor*.

MODEL.—He loved planting and building, and brought in a more polished way of living.

Symbols : (ppr. m. s. 3. n.) love [ind. past s. 3.] plant {inf. ing.} +
(and) (ppr. m. s. 3. n.) love [ind. past s. 3.] build {inf. ing.} +
(and) (ppr. m. s. 2. n.) bring in [ind. past s. 3.] {art.} {a. c.}
{n. c. nt. s. 3. o.} of live {inf. ing.}.

EXERCISE 118.

Write symbols according to model :

1. I have no tears to shed, else would I weep for thee.
2. I will buy with you, sell with you, talk with you, and walk with you ; but I will not eat with you, drink with you, nor pray with you.
3. In Belmont is a lady richly left ; and she is fair, and of wondrous virtues ; sometimes from her eyes I did receive fair, speechless messages.
4. Read this declaration at the head of the army ; every sword will be drawn from its scabbard, and the solemn vow uttered to maintain it, or to perish on the bed of honor.
5. There was a fearful, sullen sound of rushing waves, and broken surges.
6. The sacrifice of the wicked is an abomination to the Lord ; but the prayer of the upright is his delight.
7. It is a hard case ; still, there is no help for it.
8. Energy is a good thing ; only, it must be guided by discretion.
9. He was called away by business of importance ; otherwise, he would have stayed a few days longer.

REVIEW QUESTIONS.—How is the Comparative Degree formed ? The Superlative ? How many Degrees are there ? What change in Adjectives ending in *y* ? Compare shallow, tall, mad. Name an Adjective that cannot be compared.

10. They are governed by different laws; and blind obedience, and an entire submission to the orders of their commanding officer, is their only principle.

QUESTIONS.—Give, in full, the seven clauses in 2. Is (3) "is" a copula? Make four simple sentences from 3. Can five be made? Make four simple sentences from 4. What kind of a phrase is—(3.) In Belmont? Of wondrous virtues? From her eyes? (5.) Of rushing waves? Is "rushing" an Adjective? What kind of a phrase is—(6.) To the Lord? (7.) For it? (8.) By discretion? A few days longer. Construction of (6) "upright"?

EXERCISE 119.

Write compound sentences:

1. (art.) (n. c. nt. s. 3. n.) may [ind. pres. s. 3.] devise [inf. pres.] {n. c. nt. pl. 3. o.} for {art.} {n. c. nt. s. 3. o.} + (but) (art.) (a. p.) (n. c. nt. s. 3. n.) leap [ind. pres. s. 3.] over {art.} [a. p.] [n. c. nt. s. 3. o.].
2. (ppr. m. s. 3. n.) serve [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} in [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] + (but then) (ppr. m. s. 3. n.) betray [ind. past s. 3.] {ppr. nt. s. 3. o.} in [ppr. m. s. 3. p.] [a. p.] [n. c. nt. s. 3. o.].
3. (ppr. co. s. 1. n.) receive [ind. past s. 1.] of {art.} [n. c. m. s. 3. o.] {av.} {car.} {n. c. nt. pl. 3. o.} disburse {inf. pres. pas.} in {n. c. nt. s. 3. o.} to {art.} {a. p.} {n. c. m. pl. 3. o.} + (but) {dem.} [n. c. nt. s. 3. n.] be [par. pres.] [a. p.] (ppr. co. s. 1. n.) advance [ind. past s. 1.] {av.} {car.} {n. c. nt. pl. 3. o.} {av.} + (and) in {car.} [n. c. nt. pl. 3. o.] (art.) (car.) (n. c. nt. pl. 3. n.) with (car.) (a. p.) (n. c. m. pl. 3. o.) be [ind. past pl. 3.] on [ppr. nt. pl. 3. p.] [n. c. nt. s. 3. o.] to {art.} [n. c. nt. s. 3. o.].
4. (ppr. co. s. 1. n.) say [ind. past s. 1.] {n. c. nt. s. 3. o.} (however) to [ppr. m. s. 3. o.] of {ppr. co. s. 1. p.} {n. c. nt. s. 3. o.} + but (ppr. co. s. 1. n.) write [ind. past s. 1.] on {art.} [a. s.] [n. c. nt. s. 3. o.] to {art.} [n. c. m. s. 3. o.] of {art.} [n. p. nt. s. 3. o.].
5. (ppr. co. s. 1. n.) have [ind. pres. neg. s. 1.] {ind. nt. s. 3. o.} recommend {inf. pres.} {ppr. co. s. 1. o.} + (nevertheless) (ppr. co. s. 1. n.) wish [ind. pres. s. 1.] love {inf. pres. pas.}
6. (ppr. co. s. 1. n.) oppose [ind. fut. p. neg. s. 1.] {ppr. co. s.

REVIEW QUESTIONS.—How are the Present Perfect, Past Perfect, and Future Perfect Tenses of Be formed? In what tenses is Be inflected for Person and Number? Do the Person and Number of the subject require any particular form of the verb?

2. p.} {n. c. nt. s. 3. o.} + (ppr. co. s. 1. n.) can [ind. pres. neg. s. 1.] (however) approve [inf. pres.] of [ppr. nt. s. 3. o.].
7. (Either) (ppr. m. s. 3. n.) talk [ind. pres. pro. s. 3.] + (or) (ppr. m. s. 3. n.) pursue [ind. pres. pro. s. 3.].

LESSON LX.

CONJUNCTIONS—(Continued.)

Co-ordinate Illative Conjunctions denote effect or consequence.

They are: **Therefore**, wherefore, hence, whence, consequently accordingly, thus, so, so that, then, so then.

As conjunctions connect sentences and not words, a compound sentence must contain as many clauses as there are conjunctions and conjunctive phrases in it. In writing symbols, the pupil should supply such words as may be required to make the proper number of clauses, underscoring the symbols of supplied words.

MODEL.—1. Frogs and seals live on land and in water.

Symbols : (n. c. co. pl. 3. n.) live [ind. pres. pl. 3.] on [n. c. nt. s. 3. o.] + (and) (n. c. co. pl. 3. n.) live [ind. pres. pl. 3.] on [n. c. nt. s. 3. o.] + (and) (n. c. co. pl. 3. n.) live [ind. pres. pl. 3.] in [n. c. nt. s. 3. o.] + (and) (n. c. co. pl. 3. n.) live [ind. pres. pl. 3.] in [n. c. nt. s. 3. o.].

2. I should be still peering in maps for ports, and piers, and roads.

Symbols : (ppr. co. s. 1. n.) shall [ind. past s. 1.] [av.] peer [inf. pres. pro.] in [n. c. nt. pl. 3. o.] for [n. c. nt. pl. 3. o.] + (and) (ppr. co. s. 1. n.) shall [ind. past s. 1.] [av.] peer [inf. pres. pro.] in [n. c. nt. pl. 3. o.] for [n. c. nt. pl. 3. o.] + (and) (ppr. co. s. 1. n.) shall [ind. past s. 1.] [av.] peer [inf. pres. pro.] in [n. c. nt. pl. 3. o.] for [n. c. nt. pl. 3. o.].

REVIEW QUESTIONS.—How is the Negative Form of a verb made? How are the Present and Past Tenses made negative? How is the Negative Form made when *do* can not be used?

EXERCISE 120.*Write symbols :*

1. We must, therefore, try to consider the different manners of containing and being contained.
2. Athens saw them entering her gates and filling her academies.
3. Her monuments and temples had long been shattered, or had crumbled into dust.
4. They very seldom trouble themselves with inquiries or make any useful observations of their own.
5. Both the rules and the exceptions of a language must have obtained the sanction of good usage.
6. Justice must punish the rebellious deed ; yet punish so that pity shall succeed.
7. It is vain for you to rise up early, to sit up late, and to eat the bread of sorrows.
8. The Lord shall preserve thy going out and thy coming in from this time forth, and even for evermore.
9. A principle of division may, therefore, be useful with one intent, and useless with another.

QUESTIONS.—Construction of “containing” ? Of “being contained” ? Of what is (3) “into dust” an adjunct ? (4) “Of their own” ? (5.) “Of a language” ? “Of good usage” ? (7.) “Of sorrows” ? (8.) “From this time” ? (9.) “Of division” ? “With one intent” ?

EXERCISE 121.*Write compound sentences :*

1. (ppr. m. pl. 3. n.) bear [ind. pres. pl. 3.] {ppr. m. s. 3. o.} upon [ppr. m. pl. 3. p.] [n. c. nt. pl. 3. o.] + (ppr. m. pl. 3. n.) carry [ind. pres. pl. 3.] {ppr. m. s. 3. o.} + (and) (ppr. m. pl. 3. n.) set [ind. pres. pl. 3.] {ppr. m. s. 3. o.} in [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] + (and) (ppr. m. s. 3. n.) stand [ind. pres. s. 3.] + from [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) remove [ind. fut. d. neg. s. 3.] + (ind. co. s. 3. n.) cry [ind. fut. d. s. 3.] unto [ppr. m. s. 3. o.] + (yet) (ppr. m. s. 3. n.) can [ind. pres. neg. s. 3.] answer [inf. pres.] + (nor) (ppr. m. s. 3. n.) can [ind. past. s. 3.] save [inf. pres.]

REVIEW QUESTIONS.—What is a Contracted Sentence ? When should not sentences be contracted ? Two or more subjects connected by “and” require what number in the verb ? Is there any exception ?

- {ppr. m. s. 3. o.} out of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.].
2. (n. p. f. s. 3. n.) set [ind. past s. 3.] {ppr. f. s. 3. p.} {n. c. nt. s. 3. o.} upon [art.] [n. c. nt. s. 3. o.] + (and) without {art.} [n. c. nt. s. 3. p.] [n. c. nt. s. 3. o.] (*n. p. f. s. 3. n.*) turn [ind. past s. 3.] [av.] hurry [inf. pres.] [av.] through [art.] [a. p.] [n. c. nt. s. 3. o.].
3. (art.) (n. c. nt. pl. 3. n.) dash [ind. past pl. 3.] against [ppr. f. s. 3. o.] (av.) knock (par. pres.) (ppr. f. s. 3. o.) (av.) + (and) (art.) (*n. c. nt. pl. 3. n.*) dash [ind. past pl. 3.] against {ppr. f. s. 3. o.} drench (par. pres.) (ppr. f. s. 3. o.) from (n. c. nt. s. 3. o.) to (n. c. nt. s. 3. o.).
4. (But) almost at [dem.] [n. c. nt. s. 3. o.] (art.) (n. c. nt. s. 3. n.) give way [ind. past s. 3.] + (art.) (a. p.) (n. c. nt. s. 3. n.) rush in [ind. past s. 3.] sweep (par. pres.) over [dis.] [n. c. nt. s. 3. o.] before [ppr. nt. s. 3. o.].

NOTE.—For the sake of brevity the symbols are somewhat contracted. After a little practice in the expanded form, the pupil may follow the same method.

LESSON LXI.

CONJUNCTIONS—(Continued.)

Subordinate Conjunctions are used to connect sentences, one of which is entirely subordinate to, or dependent upon the other.

There are several kinds of Subordinate Clauses: Clauses expressing *Condition*; *End*, or *Purpose*; *Reason* and *Cause*; *Time*. Each class has its appropriate connectives.

The **Conditional Conjunctions** are **If**, though, unless, as if, except, without, provided that, whether, notwithstanding, supposing that, albeit.

REVIEW QUESTIONS.—Define Compound Forms. Name the different Compound Forms. Give examples illustrating each. What are the principal parts of Throw? Wear? Weave? Win?

All conditional clauses are **Adverbial Modifiers** of the predicate of the principal clause, and are enclosed in large brackets.

The **Principal Clause** has one or more *subordinate clauses* depending upon it.

A **Complex Sentence** contains a principal and one or more subordinate clauses.

MODEL.—The authors of household suffrage, if they are only tolerably prudent, may look forward to a pretty long lease of power.

Symbols.—(art.) (n. c. m. pl. 3. n.) of (a. p.) (n. c. nt. s. 3. o.) (if) [(ppr. m. pl. 3. n.) be [ind. pres. pl. 3.] [av.] [av.] [a. p.]] may [ind. pres. pl. 3.] look forward [inf. pres.] to [art.] [av.] [a. p.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.]

EXERCISE 122.

Write symbols :

1. If he has not time to read some of the best books, he can not afford to waste his evenings over inferior novels.
2. Unless the pastor adapts his methods of thought to the existing state of his hearers' sensibilities, he works against the laws of nature.
3. If our foemen have the right, show thy judgment in our sight through the fortunes of the fight.
4. If I can catch him once upon the hip, I will feed fat my ancient grudge.
5. If Great Britain conquers she will fall upon her own sword.
6. If she is not able to come to me, I will go to her.
7. If he loves me to madness, I shall never requite him.
8. Though I admire his courage, I detest his cruelty.
9. Although the difficulties are great, I hope to overcome them.
10. Though hand join in hand, the wicked shall not be unpunished.

QUESTIONS.—Describe phrases : (1.) Of the best books. Over inferior novels. (2.) Of thought. To the existing state. Of his hearers' sensibilities. Against the laws of nature. (3.) In our sight. (4.) Upon the hip. (7.) To madness. Name the principal clause in each sentence.

REVIEW QUESTIONS.—What is a Demonstrative ? Name them. Define Cardinal Adjectives. Ordinal. *This* and *That* are how used ? *Former* and *Latter* ? Name the *Indefinites*. Symbol for Demonstrative Adjective ? For Demonstrative Pronoun ?

EXERCISE 123.*Write sentences :*

1. Though [(ppr. nt. s. 3. n.) excite [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} of {ind. co. pl. 3. o.}] (ppr. nt. s. 3. n.) raise [ind. past s. 3.] {a. c.} {n. c. nt. pl. 3. o.} in [ind. co. pl. 3. o.].
2. (If) [(dem. nt. s. 3. n.) find [ind. past pas. neg. s. 3.] [a. p.] induce [inf. pres.] [ppr. m. s. 3. o.] to [art.] [n. c. nt. s. 3. o.]] (ppr. nt. s. 3. n.) [av.] resolve [ind. past pas. s. 3.] terrify [inf. pres.] [ppr. m. s. 3. o.] with [art.] [n. c. m. s. 3. o.].
3. (ppr. co. pl. 1. n.) can [ind. pres. neg. pl. 1.] thrive [inf. pres.] (unless) [(ppr. co. pl. 1. n.) be [ind. pres. pl. 1.] [a. p.] (and) [a. p.]].
4. (ppr. nt. s. 3. n.) turn out [ind. pres. pro. s. 3.] [art.] [a. p.] [n. c. nt. s. 3. n.] (notwithstanding) [(art.) (n. c. nt. s. 3. n.) be [ind. past s. 3.] [a. p.]].
5. (If) [(art.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.]] (ppr. co. s. 2. n.) may [inf. pres. s. 2.] take off [inf. pres.] [ppr. co. s. 2. p.] {n. c. nt. s. 3. o.}.
6. (If) [(ppr. co. s. 2. n.) resolve [ind. pres. pas. s. 2.] be [inf. pres.] [a. p.]] (ppr. co. s. 1. n.) can [ind. pres. neg. s. 1.] help [inf. pres.] [ppr. nt. s. 3. o.].
7. (If) [(ppr. co. pl. 1. n.) live [ind. pres. pl. 1.] [av.] [av.]] (ppr. co. pl. 1. n.) may [ind. pres. pl. 1.] [av.] be [inf. pres.] [a. p.].
8. (ppr. co. s. 2. n.) live [ind. fut. p. neg. s. 2.] to [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.] (without) [(ppr. co. s. 2. n.) keep [ind. fut. s. 2.] [ppr. co. s. 2. o.] in [n. c. nt. s. 3. o.] with [n. c. nt. s. 3. o.]].
9. (If) [(art.) (n. c. m. pl. 3. n.) be [ind. pres. pl. 3.] dun [inf. pres. pas.]] (ind.) (art.) (n. c. nt. s. 3. n.) lie [ind. pres. s. 3.] upon [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.].
10. If [(art.) (a. p.) (n. c. nt. s. 3. n.) be [ind. past s. 3.] [av.] [av.] [a. p.] to [art.] [a. p.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. m. s. 3. o.]] (ppr. nt. s. 3. n.) be [ind. past s. 3.] [av.] [a. c.] of [art.] [n. c. nt. s. 3. o.] of [art.] [ind.] [n. c. co. pl. 3. o.] of [art.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—Define Participles. How many are there? Define the Past Participle. Present Participle. How does the Present Participle differ from the adjective in "ing"? Symbols for each?

LESSON LXII.

CONJUNCTIONS—(Continued.)

Conjunctions of Comparison, End, or Purpose are : **That**, in order that, as, lest, than.

As is preceded by the adverb **as**, in a comparison of *equals* ; by the adverb **so**, to express *inequality*, after a negative ; by **such**, expressing *similarity*. **Than** follows the comparative degree and the words **other** and **else**, and is followed by an ellipsis of the verb. **That** is preceded by **so** or **such**, to express *consequence*.

Conjunctions of Reason and Cause are : **Because**, for, since, as, whereas, inasmuch as, for that reason.

A Subordinate Clause may have other clauses depending upon it. Subordinate Clauses are **Adverbial, Adjective, or Noun Clauses**, and they are enclosed in large *parentheses, brackets, or braces*, according to the word they modify. The *superior figures* indicate the modified word in the principal clause.

MODEL.—He is as tall as I am.

Symbols : (ppr. m. s. 3. n.) be [ind. pres. s. 3.] [av.]¹ [a. p.] (as)
¹[(ppr. co. s. 1. n.) be [ind. pres. s. 1.] [a. p.]]¹.

He is not so learned as his brother.

Symbols : (ppr. m. s. 3. n.) be [ind. pres. neg. s. 3.] [av.]¹ [a. p.] (as)
¹[(ppr. m. s. 3. p.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.]]¹.

EXERCISE 124.

Write symbols :

1. If you had the good fortune to be born and bred in the Bay State, your mind is thronged with half sad, half humorous recollections.
2. People often do the idlest acts of their lifetime in their

REVIEW QUESTIONS.—In what is the Present Participle like the Infinitive in “ing” ? In what are they unlike ? Rule for punctuating Participles ? Principal parts of Wind ? Wring ? Write ? Catch ?

heaviest and most anxious moments ; so that it is no wonder that she was impelled only by so slight a motive of curiosity.

3. He is of a nature to lie down and die at once, if he finds himself drawing such melancholy breaths as we ordinary people are enforced to burden our lungs withal.
4. My mind would be the easier, if I knew that she had returned safely to her tower.
5. To be a sculptor seems a distinction in itself ; whereas a painter is nothing unless he is individually eminent.
6. It is good discretion not to make too much of any man at the first ; because one cannot hold out that proportion.
7. Stay a little that we may make an end the sooner.
8. As I believe our virtues are extremely like those of our predecessors, the Romans, so I am sure our luxury and extravagance are, too.
9. I heard his chains upon his legs as he turned his body to lay his little stick upon the bundle.

QUESTIONS.—Which is the principal clause in 1 ? How many clauses in the sentence ? How many clauses in 2 ? Which is the principal clause ? How many clauses in 3 ? Is any clause in the sentence both principal and subordinate ? What is the subject of principal clause in 5 ?

EXERCISE 125.

Write complex sentences :

1. (Since) ¹[(ppr. co. s. 2. n.) insist [ind. pres. s. 2.] upon [ppr. nt. s. 3. o.]]¹ (ppr. co. s. 1. n.) consent [ind. pres. s. 1.]¹ to [ppr. co. s. 2. p.] [a. p.] [n. c. nt. s. 3. o.].
2. (ppr. nt. s. 3. n.) be [ind. pres. s. 3.]³ [a. c.]¹ meet [inf. pres.] [n. c. nt. pl. 3. o.] [av.] (than) ¹[(ppr. nt. s. 3. n.) be [ind. pres. s. 3.] keep [inf. pres.] [av.] [a. p.] [art.] [n. c. nt. s. 3. o.] upon [ppr. nt. pl. 3. p.] [n. c. nt. pl. 3. o.]]¹ (for) ³(if) ²(art.) (n. c. m. s. 3. n.) watch [ind. pres. s. 3.] [av.] [av.]]² (ppr. nt. s. 3. n.)⁴ be [ind. pres. s. 3.]² [a. p.] (that) ⁴((ppr. m. s. 3. n.) fall [ind. fut. p. s. 3.] [a. p.])⁴³.
3. (art.) (n. c. m. s. 3. n.) rebuke [ind. past s. 3.]¹ {art.} {n. c. m. pl. 3. o.} (because) ¹[(ppr. m. pl. 3. n.) give [ind. past pl. 3.] {av.} {a. p.} {n. c. nt. s. 3. o.} to [ppr. nt. s. 3. o.]]¹.
4. (ppr. co. s. 2. n.) improve [imp. pres.]¹ {ppr. co. s. 2. p.} {n. c.

REVIEW QUESTIONS.—Define the Progressive Participle. The Perfect Participle. Of what are Participles always adjuncts ?

- nt. pl. 3. o.) (lest) ¹[(ppr. co. s. 2. n.) [av.] *shall* [ind. past s. 2.] *deprive* [inf. pres. pas.] of [ppr. nt. pl. 3. o.]]¹
5. (ppr. co. pl. 2. n.) *do* [imp. pres.]¹ {ind.} {n. c. nt. pl. 3. o.} without [n. c. nt. pl. 3. o.] (and) *without* [n. c. nt. pl. 3. o.] (that) ¹[(ppr. co. pl. 2. n.) *may* [ind. pres. pl. 2.] *be* [inf. pres.] [a. p.] (and) [a. p.]]¹.
6. (n. c. nt. s. 3. n.) *be* [ind. pres. s. 3.] [av.]¹ [a. p.] (that) ¹[(ppr. co. pl. 1. n.) *shall* [ind. past pl. 1.] [av.] *prepare* [inf. pres. pas.] *for* [n. c. nt. s. 3. o.]]¹.
7. (n. p. m. s. 3. n.) *prove* [ind. past s. 3.] (that) {(n. c. nt. s. 3. n.) *be* [ind. pres. s. 3.] [ppr. nt. s. 3. p.] [a. p.] [n. c. nt. s. 3. n.]}.
8. (ppr. nt. s. 3. n.)¹ [av.] *believe* [ind. pres. pas. s. 3.] (that) ¹((art.) (n. c. nt. s. 3. n.) *be* [ind. pres. s. 3.] [a. p.])¹.
9. (art.) (a. p.) (n. c. nt. s. 3. n.) *have* [ind. past s. 3.] {av.}² {a. p.} {n. c. nt. s. 3. o.}¹ (that) ¹{(n. c. nt. s. 3. n.) *be* [ind. past s. 3.] *expect* [inf. pres. pas.] amongst (n. c. m. pl. 3. o.)}¹ (that) ²{among (ppr. m. pl. 3. o.) (ind.) (car.) (n. c. nt. s. 3. n.) (or) (n. c. nt. s. 3. n.) in (art.) (a. p.) (n. c. nt. s. 3. o.) *make* [ind. past s. 3.] {art.} {n. c. m. s. 3. o.}}².

LESSON LXIII.

COMPLEX SENTENCES.

A **Complex Sentence**, while containing but one principal Subject and one principal Predicate, has one or more subordinate clauses joined to the principal clause, or to one another by Subordinate Conjunctions, Conjunctive Adverbs, or Relative Pronouns.

The **Principal Clause** contains the principal Subject and Predicate.

Subordinate Clauses make up the rest of the Complex sentence, and stand in place of *Nouns*, *Adjectives*, or *Adverbs*.

REVIEW QUESTIONS.—How are Passive Participles formed? What is said of Past Participles of Passive Verbs? Name the Compound Participles. Give the symbols for the three Passive Participles?

A **Noun Clause** performs the office of a *Noun*, and may be the subject, or the object of the principal clause; form a complement of the predicate, or be an appositive.

An **Adjective Clause** performs the office of an *Adjective*, and may qualify a noun or a pronoun.

An **Adverbial Clause** performs the office of an *Adverb*. [See Lesson XXV.]

The **Conjunctive Adverbs** are: When, while, as, until, ere, before, after, since. They are enclosed in brackets.

MODEL.—1. I heard that a battle had been fought [*noun clause*].

Symbols: (ppr. co. s. 1. n.) hear [ind. past s. 1.] (that) {(art.) (n. c. nt. s. 3. n.) fight [ind. ppr. pas. s. 3.]}

2. He took care to place himself where he could see the whole performance [*adv. clause*].

Symbols: (ppr. m. s. 3. n.) take [ind. past s. 3.] {n. c. nt. s. 3. o.} place {inf. pres.}¹ {ppr. m. s. 3. o.} [where] ¹{(ppr. m. s. 3. n.) can [ind. past s. 3.] see [inf. pres.] {art.} {ind.} {n. c. nt. s. 3. o.}}¹.

EXERCISE 126.

Write symbols:

1. The pedagogue's mouth watered as he looked upon this sumptuous promise of luxurious winter fare.
2. He conceived every subject on so grand a scale that he had not room in his head to turn it over and examine both sides of it.
3. His habits were as regular as his person.
4. His head was a perfect sphere, and of such stupendous dimensions, that Dame Nature, with all her sex's ingenuity, would have been puzzled to construct a neck capable of supporting it; wherefore she wisely declined the attempt, and settled it firmly on the top of his backbone, just between his shoulders.
5. It is, indeed, the empire of death; his great shadowy palace, where he sits in state, mocking at the relics of human glory, and spreading dust and forgetfulness on the monuments of princes.

REVIEW QUESTIONS.—How are a Noun and a Participle united? In what case is the Noun? Rules for the case of Nouns after Copulative Participles and Infinitives? Of what are Adjective Phrases adjuncts?

6. We are advised from Vienna, by letter of the twentieth instant, that the Emperor has lately added twenty new members to his Council of State; but they have not yet taken their places at the board.

QUESTIONS.—How many clauses in 1? Which is the Principal clause? What kind of a clause is the Subordinate? Apply these three questions to each sentence in the Exercise.

EXERCISE 127.

Write complex sentences :

1. (ppr. co. s. 1. n.) hear [ind. pres. s. 1.]¹ {art.} {dem.} {a. p.} {n. c. nt. s. 3. o.} about {a. p.} {n. c. nt. pl. 3. o.} [wherever]
¹[(ppr. co. s. 1. n.) go [ind. pres. s. 1.]]¹.
2. (n. c. co. pl. 3. n.) [av.] offer [ind. pres. em. neg. pl. 3.]¹ {ppr. co. pl. 3. p.} {n. c. nt. s. 3. o.} [when] ¹[(ppr. co. pl. 3. n.) see [ind. pres. pl. 3.] {ind. co. pl. 3. o.} in [n. c. nt. s. 3. o.]]¹.
3. (ppr. m. s. 3. n.) withdraw [ind. pres. pro. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. pl. 3. o.} [av.]¹ [av.] (as) ¹[(ppr. m. s. 3. n.) can [ind. pres. s. 3.] *withdraw* [inf. pres.] {ppr. nt. pl. 3. o.}]¹ from [art.] [a. p.] [n. c. nt. s. 3. o.].
4. (art.) (a. p.) (n. c. nt. s. 3. n.) carry [ind. pres. s. 3.]¹ {ppr. co. pl. 1. o.} [av.] from [n. c. nt. s. 3. o.] [while] ¹[(art.) (a. c.) (n. c. nt. s. 3. n.) bring [ind. pres. s. 3.] {ppr. co. pl. 1. o.} [av.] to [ppr. nt. s. 3. o.] [av.]]¹.
5. (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [a. c.]¹ to [art.] [n. c. nt. s. 3. o.] {than} ¹[(ppr. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.] to [art.] [n. c. nt. s. 3. o.]]¹.
6. [Whenever] ¹[(ind.) (a. p.) (n. c. nt. s. 3. n.) make [ind. past s. 3.] {ppr. m. s. 3. o.} {a. p.} of {ppr. nt. pl. 3. o.}]¹ (art.) (n. c. nt. s. 3. n.) may [ind. past s. 3.]¹ see [inf. pres. pas.] flit [inf. pres.] over [art.] [a. p.] [n. c. m. s. 3. p.] [a. p.] [n. c. nt. s. 3. o.].
7. (art.) (n. c. nt. s. 3. n.)¹ [av.] draw [ind. past s. 3.] [av.] [when] ¹[(n. p. m. s. 3. n.) be [ind. past s. 3.] revisit [inf. pres.] [art.] [n. c. nt. s. 3. o.] of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]]¹.
8. [When] ¹[(art.) (n. c. f. s. 3. n.) sit (par. pres.) at (art.) (n. c. nt. s. 3. o.) see [ind. past s. 3.] {ppr. m. s. 3. p.} {a. s.} {n. c. nt. s. 3. o.} come {inf. pres.}]¹ (ppr. f. s. 3. n.) throw [ind. past s. 3.]¹ {ppr. f. s. 3. o.} at [ppr. m. s. 3. p.] [n. c. nt. pl.

REVIEW QUESTIONS.—Adverbial Phrases express what? What does a phrase in which a Noun and a Participle are united absolutely express? When is the Preposition omitted?

8. o.] + and kneel (par. pres.) (*ppr. f. s. 3. n.*) press [ind. past s. 3.] {*ppr. m. s. 3. p.*} {n. c. nt. pl. 8. o.} to [*ppr. f. s. 3. p.*] [n. c. nt. pl. 8. o.] + (and) (*ppr. f. s. 3. n.*) continue [ind. past s. 3.]² in [dem.] [n. c. nt. s. 3. o.] under [art.] [n. c. nt. s. 3. o.] of [a. p.] [n. c. nt. s. 3. o.] [until] ²[(*ppr. f. s. 3. n.*) conduct [ind. past pas. s. 3.] from [*ppr. co. pl. 1. p.*] [n. c. nt. s. 3. o.] by [art.] [n. c. co. s. 3. o.]]².

LESSON LXIV.

WILL and SHALL in SUBORDINATE CLAUSES.

THE correct use of **shall** and **will** in Subordinate Clauses may be learned from the following examples :

I. (1.) I promise or determine that *I will*, and that *you* or *he shall*. (2.) You promise or determine that *you will*, and that *he* or *I shall*. (3.) He promises or determines that *he will*, and that *you* or *I shall*.

II. (1.) I think or predict that *I shall*, and that *you* or *he will*. (2.) You think or predict that *you shall*, and that *he* or *I will*. (3.) He thinks or predicts that *he shall*, and that *you* or *I will*.

The correct use of **should** and **would** may be shown by changing each of the six examples to the Past Tense, thus: I promised or determined that *I would*, and that *you* or *he should*, etc.

After Conditional Conjunctions, Conjunctive Adverbs, whoever, or a Relative Pronoun in a restrictive clause [Lesson LXIX]. **shall** or **should** is used for a conditional prediction, and **will** or **would** for conditional future determination or willingness. **Should** and **would** are future in reference to the past, hence they may denote present time.

REVIEW QUESTIONS.—Present Participles and Infinitives express what time? Perfect Infinitives and Past and Perfect Participles? To what verbs should not the Perfect Infinitive be annexed?

EXERCISE 128.*Write symbols :*

1. If he will raise the spiritual building, he must study the fitness of the tenon for the mortise.
2. The student must begin his work and tarry at it long, if he would learn the fitness of doctrine as it is now proved and illustrated, to move the mind of men, as it is now stored with ideas and made sensitive and delicate by nature.
3. If I should marry him, I should marry twenty husbands.
4. If he should offer to choose and choose the right casket, you should refuse to perform your father's will, if you should refuse to accept him.
5. If no grass will grow where the blood of martyrs has been shed, there should be a barren spot to this day on the site of that desecrated altar.
6. If the bride should prefer to wear a bonnet, the bridegroom should put on a frock coat of black or brown, or other tasteful color, and light-colored waistcoat and pants.

QUESTIONS.—Tell how many clauses in each sentence, which is principal, which subordinate, and describe each subordinate clause.

EXERCISE 129.*Write sentences :*

1. (If) ¹[(ppr. nt. s. 3. n.) shall [ind. past s. 3.] come [inf. pres.] to [art.] [a. s.] [n. c. nt. s. 3. o.]]¹ (ppr. co. s. 1. n.) can [ind. past s. 1.]¹ sell [inf. pres.] {ppr. co. s. 1. p.} {a. p.} {n. c. nt. s. 3. o.}.
2. (ind.) (a. p.) (n. c. m. s. 3. n.) prophesy [ind. past s. 3.] *at* [art.] [a. p.] [n. c. nt. s. 3. o.] [av.] (that) {(ppr. co. pl. 1. n.) shall [ind. past pl. 1.] have [inf. p̄res.] {art.} {av.} {a. p.} {n. c. nt. s. 3. o.} during [art.] [a. p.] [n. c. nt. s. 3. o.]}
3. (art.) (n. c. m. s. 3. n.) know (par. pres.) (art.) (n. c. nt. pl. 3. o.) of (n. p. f. s. 3. p.) (n. c. nt. s. 3. o.) tempt [ind. past s. 3.] {ppr. f. s. 3. o.} with [art.] [n. c. nt. s. 3. o.]]¹ (that) ¹[(ppr. f. s. 3. n.) shall [ind. past s. 3.] be [inf. pres.] [n. c. f. s. 3. n.] of [n. p. nt. s. 3. o.]]¹.
4. (ppr. co. s. 1. p.) (n. c. m. s. 3. n.) (n. p. m. s. 3. n.) of (n. p.

REVIEW QUESTIONS.—How is a Verbal Noun distinguished? Define a Conjunction. How does it resemble a Preposition? How differ from it? How many general classes of Conjunctions?

- nt. s. 3. o.) write [ind. past s. 3.] *to* [ppr. co. s. 1. o.] [av.] (that) {(art.) (n. c. nt. s. 3. n.) shall [ind. past s. 3.] undertake [inf. pres. pas.] [av.]}.
5. (ppr. c. s. 1. n.) have [ind. pres. s. 1.] {dis.} {n. c. nt. s. 3. o.} believe {inf. pres.}¹ (that) ¹{(art.) (n. c. nt. s. 3. n.) arrive [ind. fut. p. s. 3.] on [n. p. nt. s. 3. o.]}¹.
6. (If) [(ppr. co. s. 2. n.) shall [ind. past s. 2.] see [inf. pres.] {art.} {n. c. nt. s. 3. o.} of {n. c. m. pl. 3. o.} in [art.] [n. c. nt. s. 3. o.} of [n. c. nt. s. 3. o.]}¹ (ppr. co. s. 2. n.) will [ind. past s. 2.] appreciate [inf. pres.]¹ {art.} {n. c. nt. s. 3. o.} of {a. p.} {n. c. nt. s. 3. o.}.
7. (ppr. co. pl. 1. n.) believe [ind. pres. pl. 1.] (that) {among [art.] [a. p.] [n. c. nt. pl. 3. o.] of [n. c. m. pl. 3. o.] (art.) (a. p.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [art.] [a. s.] [n. c. m. s. 3. n.]}.
8. (If) ¹[(ppr. co. s. 1. p.) (a. p.) (n. c. nt. pl. 3. n.) permit [ind. past pl. 3.]]¹ (ppr. co. s. 1. n.) shall [ind. past s. 1.]¹ come [inf. pres.] meet [inf. pres.] [ppr. co. s. 1. p.] [n. c. co. pl. 3. o.] in [n. p. nt. s. 3. o.].
9. In [dem.] [a. p.] [n. c. nt. s. 3. o.]¹ [where] ¹[(ind. nt. pl. 3. n.) of (art.) (n. c. nt. pl. 3. o.) of (a. p.) (n. c. nt. s. 3. o.) [av.] enjoy [ind. past pas. pl. 3.]]¹ (a. p.) (n. c. nt. pl. 3. n.) be [ind. past pl. 3.] [av.]² [av.] *unto* [dem. nt. pl. 3. o.] of [art.] [n. c. m. pl. 3. o.] (as) ²[(art.) (n. c. nt. pl. 3. n.) of (art.) (a. p.) (n. c. m. s. 3. o.) *be* [ind. past pl. 3.]]².

LESSON LXV.

THE SUBJUNCTIVE MOOD.

THE Subjunctive Mood is generally said to express a condition or supposition, and to be subjoined to another verb; but condition and supposition are denoted by conjunctions, and not by any inflection of the verb. The so-called Subjunctive, therefore, has the same form as the The form usually called Subjunctive arises

IONS.—How many classes of Co-ordinate Conjunctions? Name
 ulatives. Name them. Define a Compound Sentence.

from the omission of **shall**; as, *If I be* is for *If I shall be* or *If I should be*; *If I love* for *If I shall* or *should love*.

The only forms peculiar to the Subjunctive Mood are: If I were; If thou wert; If he were; If he do love.

The regular Indicative is now generally used in all subordinate clauses.

The manner in which the shortened Indicative and the Subjunctive are shown by symbols is illustrated by the following:

MODEL.—If he be thirsty, give him water to drink. *Symbols*: (If) [(ppr. m. s. 3. n.) be [ind. fut. s. 3.] [a. p.]]¹ (ppr. co. s. 2.) give [imp. pres.]¹ to [ppr. m. s. 3. o.] {n. c. nt. s. 3. o.} drink {inf. pres.}.—If the hand be removed, the air will fill the vessel immediately. *Symbols*: (If) ¹[(art.) (n. c. nt. s. 3. n.) remove [ind. fut. pas. s. 3.]]¹ (art.) (n. c. nt. s. 3. n.) fill [ind. fut. p. s. 3.]¹ {art.} {n. c. nt. s. 3. o.} [av.].—If it were so, it were a grievous fault. *Symbols*: (If) ¹[(ppr. nt. s. 3. n.) be [sub. past s. 3.] [ind. nt. s. 3. n.]]¹ (ppr. nt. s. 3. n.) be [sub. past s. 3.]¹ [art.] [av.] [n. c. nt. s. 3. n.].

EXERCISE 130.

Write symbols:

1. If I were Brutus and he were Cassius, he should not humor me.
2. If they have real dignity and a personal superiority of their own, they need not fear any degradation from a closer contact with their subordinates.
3. He spoke in a hoarse, harsh voice, as if a great deal of damp were clustering in his throat.
4. Supposing that neither of these classes of subjects show anything of her own individuality, Miriam had evidently a great scope of fancy.
5. If you had been born to this, I should not wonder at your talking thus.
6. No one would be induced to kill himself by reading such a book, unless he were threatened with another volume.

REVIEW QUESTIONS.—Rule for punctuating Compound Sentences. What do Co-ordinate Adversative Conjunctions denote? Name the Arrestive Conjunctions. The Exclusive. The Alternative.

7. Shoot, if you must, this old gray head, but spare your country's flag.
8. If my ward could be thus laughed out of her frantic nonsense, she would be the better for it through life.

QUESTIONS.—How many clauses in 1? Name the principal clause. Name and describe each subordinate clause. Go through each sentence in the same way.

EXERCISE 131.

Write sentences :

1. (If) ¹[(n. c. co. pl. 3. n.) entice [ind. fut. pl. 3.] {ppr. co. s. 2. o.}]¹ (ppr. co. s. 2. n.) consent [imp. pres. neg.]
2. (Unless) ¹[(ppr. co. s. 2. n.) take [ind. fut. s. 2.] {a. c.} {n. c. nt. s. 3. o.} of {ppr. co. s. 2. p.} {n. c. nt. s. 3. o.}]¹ (ppr. co. s. 2. n.) lose [ind. fut. p. s. 2.] {ppr. co. s. 2. p.} {n. c. nt. s. 3. o.}.
3. (If) ¹[(ppr. co. s. 2. p.) (n. c. m. s. 3. n.) shall [ind. past s. 3.] see [inf. pres.] {ppr. co. s. 2. o.}]¹ (ppr. m. s. 3. n.) will [ind. past s. 3.]¹ [av.] punish [inf. pres.] {ppr. co. s. 2. o.}.
4. (If) ¹[(ppr. m. s. 3. n.) acquire [ind. fut. s. 3.] {a. p.} {n. c. nt. pl. 3. o.}]¹ (ppr. nt. pl. 3. n.) corrupt [ind. fut. p. pl. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.}.
5. (If) ¹[(ppr. co. s. 2. n.) be [ind. fut. s. 2.] [art.] [n. c. m. s. 3. n.] of [n. p. m. s. 3. o.]]¹ (ppr. co. s. 2. n.) command ¹[imp. pres.] (that) {(dem.) (n. c. nt. pl. 3. n.) make [ind. fut. pas. pl. 3.] [n. c. nt. s. 3. n.]}.
6. (art.) (n. c. f. s. 3. n.) hear [ind. past s. 3.]¹ {car.} {a. p.} {a. p.} {n. c. nt. pl. 3. o.} (as if) ¹[(ind.) (ppr. f. s. 3. p.) (n. c. co. pl. 3. n.) kiss [ind. past pro. pl. 3.] {art.} {n. c. nt. s. 3. o.} on [ppr. nt. s. 3. p.] [a. p.] [n. c. nt. s. 3. o.]]¹.
7. (If) ¹[(ppr. co. pl. 1. p.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.] + & (if) (ppr. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.]]¹ (ppr. co. s. 2. n.) nerve [imp. pres.]¹ {ppr. co. pl. 1. o.} with [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.].
8. (art.) (n. p. m. s. 3. n.) throw [ind. pres. em. neg. s. 3.]¹ {art.} {n. c. nt. s. 3. o.} [av.] [until] ¹[(ppr. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.] throw [inf. pres.] [art.] [n. c. m. s. 3. o.] after [ppr. nt. s. 3. o.]]¹.

REVIEW QUESTIONS.—Define a Transitive Verb. An Intransitive Verb. How may an Intransitive Verb be made transitive? In what Case is the Object of verb? What is Case?

9. (ppr. co. s. 1. n.) [av.] think [ind. past s. 1.] (that) ¹{(ppr. co. s. 1. p.) (a. p.) (n. c. nt. pl. 3. n.) may [ind. past pl. 3.] outweigh [inf. per.] {ppr. co. s. 1. p.} {a. p.} {n. c. nt. pl. 3. o.} + (and) (that) (if) ²{(ppr. nt. s. 3. n.)³ remember [sub. past pas. s. 3.] (that) ³{(ppr. co. s. 1. n.) pres [ind. past s. 1.] to [art.] [n. c. nt. s. 3. o.] in [art.] [n. c. nt. s. 3. o.]}⁴ (ppr. nt. s. 3. n.)⁴ will [ind. past neg. s. 3.]⁵ forgot [inf. pres. pas.] (that) ⁴{(ppr. co. s. 1. n.) be [ind. past s. 1.] [av.] [art.] [a. s.] [n. c. m. s. 3. n.] in [art.] [n. c. nt. s. 3. o.]}⁴ }¹.

LESSON LXVI.

CONDITIONAL CLAUSES.

I. WHEN a condition is expressed in the present tense, its reality is granted, or, at least, is not denied by the speaker. The supposition may already be a fact; as, If this is treason, make the most of it; If it rains you must not go. The Principal Clause is either present or future.

II. The *Future Tense* represents a condition as not unlikely to be real, as not improbable; as, If he (shall) continue to study, he will improve. The principal clause is always future.

III. The Past and Past Perfect Tenses of the Indicative and the Past Tense of the Subjunctive usually express a condition or a supposition that is contrary to fact; as, If he had been studious, he would have excelled. The tense of the principal clause must harmonize with the subordinate.

The Conditional Conjunction is sometimes implied by placing the subject after the verb, or its first auxiliary; as, Were it so, I would consent — If it were so, etc.

REVIEW QUESTIONS.—How is the Infinitive in "ing" used? How may it be qualified? How is it distinguished from a verbal noun? Principal Parts of Begin? Behold? Beat? Bear?

EXERCISE 132.*Write symbols :*

1. If your complaints are merely bodily, the quiet of Hatford must be very good for you.
2. If he finds it difficult to express the full measure of his gratification, it is an evidence of his good sense and not of the poverty of his language.
3. You, my friend, will need another cupful of Father Adam's unadulterated ale, to wash the dust out of your throat, if it be as thick there as it is on your cowhide shoes.
4. If gentlemen love the pleasant titillation of the gout, it is all one to the Town Pump.
5. Thus, one generation after another was consecrated to Heaven by its waters, and cast their waxing and waning shadows into its glassy bosom, and vanished from the earth, as if mortal life were but a flitting image in a fountain.
6. If the dinner-bell begins to speak, I may as well hold my peace.
7. If we could get all these good things without labor we should be glad.
8. If wishes were horses, beggars might ride.
9. If we could only hold our tongues, everything would succeed to our wish.
10. We should make a great mistake if we supposed wealth and rank exempt from care and toil.

QUESTIONS.—How many clauses in each of the sentences? Which is the Principal clause in each? Of the Subordinate clauses, which are Adjective, which Adverbial, and which Noun clauses?

EXERCISE 133.*Write sentences :*

1. (If) ¹[(art.) (n. c. m. s. 3. n.) teach [ind. fut. s. 3.] {a. p.} {n. c. nt. pl. 3. o.}]¹ (ppr. m. s. 3. n.) honor [ind. fut. p. pas. s. 3.]¹ by [ppr. m. s. 3. p.] [n. c. m. pl. 3. o.].
2. (If) ¹[(dem.) (a. p.) (n. c. m. s. 3. n.) tear [ind. pres. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. pl. 3. o.}]¹ (ppr. m. s. 3. n.) must [ind. pres. s. 3.]¹ punish [inf. pres. pas.] [av.].

REVIEW QUESTIONS.—Define the Infinitive Mood. How many tenses has the Infinitive Mood? How is the Present Infinitive formed? The Perfect Infinitive? What other form of the Infinitive?

3. (*ppr. co. s. 2. n.*) be [imp. pres.] [av.] [a. p.]¹ (lest) [(*ppr. co. s. 2. n.*) throw [ind. fut. s. 2.] {*ppr. co. s. 2. p.*} {n. c. nt. s. 3. o.} through [art.] [n. c. nt. s. 3. o.]]¹.
4. (If) ¹[(*ppr. co. s. 1. n.*) have [ind. past s. 1.] {art.} {n. c. nt. s. 3. o.}]¹ (*ppr. co. s. 1. n.*) will [ind. past s. 1.]¹ lend [inf. pres.] to [*ppr. co. s. 2. o.*] {art.} {n. c. nt. s. 3. o.} of [*ppr. co. s. 2. p.*] {n. c. nt. s. 3. o.}.
5. (If) ¹[(*ppr. co. s. 1. n.*) be [sub. past s. 1.] [*ppr. co. s. 2. n.*]]¹ (*ppr. co. s. 1. n.*) will [ind. past s. 1.]¹ go [inf. pres.] [av.].
6. (If) ¹[(n. p. m. s. 3. n.) write [ind. past s. 3.] {dem. nt. s. 3. o.}]¹ (*ppr. m. s. 3. n.*) be [ind. pres. s. 3.]¹ [art.] [a. p.] [n. c. m. s. 3. n.].
7. (Though) ¹[(art.) (n. c. m. s. 3. n.) speak [ind. fut. s. 3.] {art.} {n. c. nt. s. 3. o.}]¹ (*ppr. m. s. 3. n.*) [av.] believe [ind. fut. p. pas. s. 3.]¹.
8. (*ppr. co. s. 2. n.*) may [ind. pres. s. 2.]¹ have [inf. pres.] {art.} {n. c. nt. s. 3. o.} (if) ¹[(*ppr. nt. s. 3. n.*) be [ind. pres. s. 3.] in [*ppr. co. s. 1. p.*] [n. c. nt. s. 3. o.]]¹. (If) ¹[(dem. nt. s. 3. n.) be [ind. fut. s. 3.] [a. p.] [n. c. nt. s. 3. n.]]¹ (*ppr. co. s. 2. n.*) let [imp. pres.] {*ppr. co. s. 1. o.*} be {inf. pres.} {art.} {n. c. m. s. 3. o.}.
9. (art.) (n. c. m. s. 3. n.) desire [ind. past pas. s. 3.] have [inf. pres.] [art.] [n. c. nt. s. 3. o.] upon [*ppr. m. s. 3. o.*] + (and) (*ppr. m. s. 3. n.*) desire [ind. past pas. s. 3.]¹ rebuke [inf. pres.] [*ppr. m. s. 3. o.*] [av.] (if) ¹[(*ppr. m. s. 3. n.*) laugh [ind. past s. 3.] + (or) (*ppr. m. s. 3. n.*) fidget [ind. past s. 3.] + (or) (*ppr. m. s. 3. n.*) do [ind. past s. 3.] {ind.} {ind.} {a. p.} {n. c. nt. s. 3. o.}]¹.

LESSON LXVII.

RELATIVE PRONOUNS.

A Relative Pronoun stands for a Noun, and connects its clause; as, The preacher *who* warned you is dead.

REVIEW QUESTIONS.—Rule for *shall* and *will* in the Interrogative Form? How is prediction in a question denoted? Rule for *should* and *would*? Principal parts of *Smite*? *Spend*? *Spin*? *Sling*? *Strike*?

The Relative Pronouns are: **Who, Which, That, What,** and sometimes **As** and **But**.

The Noun, Personal Pronoun, or Demonstrative, for which a Relative stands, is called its **Antecedent**.

The Relative has the same *Gender, Number, and Person* as its *Antecedent*. The Antecedent may be a clause.

A clause introduced by a Relative is subordinate, and always performs the office of an Adjective; hence it is an *Adjective Clause*.

The Relative should be placed as near as possible to its Antecedent.

MODEL.—Bayard, who led the van, commenced the campaign with great success.

Symbols: (n. p. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) lead [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.})¹ commence [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.} with [a. p.] [n. c. nt. s. 3. o.].

EXERCISE 134.

Write symbols:

1. War is a tremendous evil to which many have resorted.
2. Soft are the breezes that play round the tomb.
3. The morning on which we were to entertain our landlord, at last arrived.
4. We are bound to obey the divine command, which we cannot do without divine aid.
5. At length he reached the ravine which opened through the cliffs to the amphitheatre.
6. There were rows of houses which he had never seen before, and those which had been his familiar haunts had disappeared.
7. There is a good deal of amusement in the perusal of those little items which characterize the manners of the country.
8. Here an acidulous-looking gentleman in blue glasses, with bows of Berlin steel, who has taken a seat at the extremity

REVIEW QUESTIONS.—Define the Past Tense. Which part of the verb is it? Is it changed by inflection? What are the Principal Parts of Fall? Fly? Go? Give the Present Tense of Love. The Past Tense.

of the front row, begins, at this early stage of the exhibition, to criticize.

QUESTIONS.—How many clauses in 1? Describe the Subordinate clause or clauses? Apply the same questions to each sentence.

EXERCISE 135.

Write sentences :

- (art.) (n. c. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) leave [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} on [a. s.] [n. p. nt. s. 3. o.]¹ see [ind. per. pas. s. 3.] in [n. p. nt. s. 3. o.]
- (art.) (n. c. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) teach [ind. past s. 3.] to [ppr. co. s. 1. o.] {n. p. nt. s. 3. o.})¹ die [ind. past s. 3.] during [a. s.] [n. c. nt. s. 3. o.] in [n. p. nt. s. 3. o.]
- (ppr. nt. s. 3. n.)¹ be [ind. pres. neg. s. 3.] [art.] [n. c. nt. s. 3. n.] of [n. c. nt. s. 3. o.]¹ ((rpr. nt. s. 3. o.) damp [ind. pres. s. 3.] {ppr. co. s. 1. p.} {n. c. nt. s. 3. o.})¹.
- Upon [ppr. co. pl. 1. p.] [n. c. nt. s. 3. o.] to [art.] [n. c. nt. s. 3. o.] {ppr. co. pl. 1. n.} find [ind. past pl. 1.] {art.} {a. p.} {a. p.} {n. c. nt. s. 3. o.}¹ {rpr. nt. s. 3. o.} (n. p. m. s. 3. n.) order [ind. pper. s. 3.] bring {inf. pres. pas.} with {ppr. co. pl. 1. o.} }¹.
- (art.) (n. c. nt. s. 3. n.)¹ at [a. s.] [n. c. nt. s. 3. o.] arrive [ind. past s. 3.]¹ (on [rpr. nt. s. 3. o.] {ppr. co. pl. 1. n.} be [ind. past pl. 1.] separate [inf. pres.] for [art.] [ord.] [n. c. nt. s. 3. o.]¹.
- (dem. m. s. 3. n.) be [ind. pres. s. 3.] [art.] [n. c. m. s. 3. n.]¹ ((rpr. m. s. 3. n.) speak [ind. fut. p. s. 3.] [av.]¹).
- (ppr. co. pl. 3. n.)¹ lose [ind. pres. pl. 3.] {ppr. nt. s. 3. o.} ((rpr. co. pl. 3. n.) buy [ind. pres. pl. 3.] {ppr. nt. s. 3. o.} at [av.] [a. p.] [art.] [n. c. nt. s. 3. o.]¹).
- (dem.) (a. p.) (n. c. nt. s. 3. n.) of (n. p. nt. s. 3. o.) be [ind. past s. 3.] [art.] [n. c. nt. s. 3. n.]¹ ((rpr. nt. s. 3. n.) witness [ind. pper. s. 3.] {ind.} {a. p.} {n. c. nt. pl. 3. o.})¹.
- (n. p. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. s.] [n. c. m. s. 3. n.] of [ind.] [art.] [n. c. m. pl. 3. o.] of [n. p. nt. s. 3. o.])¹ retire [ind. past s. 3.]² to [art.] [n. c. nt. s. 3. o.] [when] ²((ppr. m. s. 3. n.) abdicate [ind. pas. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} ².

REVIEW QUESTIONS.—What does the Imperative Mood express? In what tense is the Imperative used? In what person? What is the subject of the Imperative? Is it expressed?

10. (ppr. co. s. 1. n.) [av.] know [ind. past s. 1.] {art.} {n. c. m. s. 3. o.} {art.} {n. c. m. s. 3. o.} of {art.} {a. p.} {n. c. m. s. 3. o.}¹ ¹{(rpr. m. s. 3. n.) serve [ind. pper. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} with [n. c. nt. s. 3. o.] + (but) (rpr. m. s. 3. p.) (a. p.) (n. c. nt. s. 3. n.) render [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. f. s. 3. o.} {a. p.} receive {inf. pres.} {art.} {a. p.} {n. c. nt. s. 3. o.} for {ppr. f. s. 3. p.} {n. c. m. s. 3. o.} in {art.} {a. p.} {n. c. nt. s. 3. o.}}¹.

LESSON LXVIII.

RELATIVES—(Continued.)

Who relates to persons only; **Which** relates to animals and things; **That** may relate to persons, animals, and things.

Who and *which* are inflected for *Case* only; as, *nominative*, Who; *possessive*, Whose; *objective*, Whom;—*nominative*, Which; *possessive*, Whose; *objective*, Which.

That is not inflected, and is not used in the possessive case.

MODELS.—1. I called on Mr. Hudson, who lives in the city.

Symbols : (ppr. co. s. 1. n.) call [ind. past s. 1.] on [n. p. m. s. 3. o.]¹ ¹[(rpr. m. s. 3. n.) live [ind. pres. s. 3.] in [art.] [n. c. nt. s. 3. o.]]¹.

2. They made a great noise, which was heard across the street.

Symbols : (ppr. m. pl. 3. n.) make [ind. past pl. 3.] {art.} {a. p.} {n. c. nt. s. 3. o.}¹ ¹{(rpr. nt. s. 3. n.) hear [ind. past pas. s. 3.] across [art.] [n. c. nt. s. 3. o.]}¹

3. She took up the flag [that] the men hauled down.

Symbols : (ppr. f. s. 3. n.) take up [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.}¹ ¹{(rpr. nt. s. 3. o.) (art.) (n. c. m. pl. 3. n.) haul down [ind. past pl. 3.]}¹.

REVIEW QUESTIONS.—Upon what may an Infinitive depend? How does an Infinitive resemble a noun? Principal parts of *Breed*? *Bring*? *Buy*? *Choose*?

4. I turned off to the right hand, which led me astray. (*Which* relates to no particular word, but to a whole clause.)

Symbols : ¹((ppr. co. s. 1. n.) turn [ind. past s. 1.] [av.] to [art.] [a. p.] [n. c. nt. s. 3. o.])¹ ¹(rpr. nt. s. 3. n.) lead [ind. past s. 3.] {ppr. co. s. 1. o.} [av.].

EXERCISE 136.

Write symbols :

1. The people dwell in day who dwelt in death's surrounding night.
2. There is a kind of confession in your looks which your modesties have not craft enough to color.
3. And sure I am, two men there are not living to whom he more adheres.
4. The vast space of waters that separates the hemispheres, is like a blank page in existence.
5. There was an air of primitive simplicity about its inhabitants that could not be found in the villages which lie on the great coast-road.
6. There was a broad tract of golden sky in the west, from which the setting sun gleamed through the dripping leaves, and lit up all nature with a melancholy smile.
7. There was not a man of them but shook his head.
8. I can always find such books as I want.
9. This was an only child, who had been brought up entirely at home, in the simplicity of rural life.

NOTE.—As the questions on these Exercises have been designed to be suggestive rather than exhaustive, the teacher is recommended to continue asking such questions as he may think best, without further hints.

EXERCISE 137.

Write sentences :

1. (But) (ppr. co. s. 2. n.) observe [ind. per. int. s. 2.] {art.} {n. c. f. s. 3. o.}¹ ¹{(rpr. f. s. 3. n.) lean [ind. pres. s. 3.] upon [art.] [n. c. nt. s. 3. o.] of [n. p. m. s. 3. o.]} ?
2. (ppr. co. s. 2. n.) observe [imp. pres.] {art.} {a. p.} {n. c. nt. s. 3. o.}¹ ¹{with [rpr. nt. s. 3. o.] (ppr. m. s. 3. n.) ponder [ind. pres. s. 3.] over [ind.] [n. c. nt. s. 3. o.] of [a. p.] [n. c. nt. pl. 3. o.]}¹.

REVIEW QUESTIONS.—Define the Elliptical Infinitive. After what verbs is it used? When are Bid, Dare, and Feel used without the Infinitive sign "to"? Principal parts of Bid? Dare? Feel? Let? Need? See?

3. [av.] be [ind. pres. pl. 3.] (n. c. m. pl. 3. n.) blackguard (par. pres.) (rec. m. s. 3. o.) with (art.) (a. p.) (n. c. nt. s. 3. o.)¹ ¹[(rpr. nt. s. 3. n.) render [ind. pres. s. 3.] {art.} {n. c. nt. s. 3. o.} {av.} {av.} {a. p.}]¹.
4. (ppr. co. s. 1. p.) (a. s.) (n. c. m. s. 3. n.) name [ind. past pas. s. 3.] [n. p. m. s. 3. n.] after [ppr. m. s. 3. p.] [n. c. m. s. 3. o.]¹ [(rpr. m. s. 3. n.) leave [ind. past s. 3.] to [ppr. m. s. 3. o.] {car.} {n. c. nt. pl. 3. o.}]¹.
5. (ppr. m. s. 3. n.) surround [ind. past pas. s. 3.] by [art.] [n. c. nt. s. 3. o.] of [n. c. m. pl. 3. o.]¹ [(rpr. m. pl. 3. n.) show [ind. past pl. 3.] to [ppr. m. s. 3. o.] {av.} {car.} {n. c. nt. s. 3. o.} of {ppr. m. pl. 3. p.} {n. c. nt. s. 3. o.}]¹.
6. (art.) (a. p.) (n. c. nt. s. 3. n.) inhabit [ind. past pas. s. 3.] by [n. c. m. pl. 3. o.]¹ [(rpr. m. pl. 3. n.) tell [ind. past pl. 3.] {ppr. m. pl. 3. p.} {a. p.} {n. c. nt. s. 3. o.}]¹.
7. (art.) (a. p.) (n. c. nt. s. 3. n.)¹ ¹(to [rpr. nt. s. 3. o.] (ppr. co. s. 1. n.) give [ind. past s. 1.] {a. p.} {n. c. nt. pl. 3. o.})¹ regulate [ind. past pas. s. 3.] in [art.] [a. s.] [n. c. nt. s. 3. o.].
8. (ind. m. pl. 3. n.)¹ (among [rpr. m. pl. 3. o.] be [ind. past s. 3.] (art.) (n. c. m. s. 3. n.))¹ remain [ind. past pl. 3.] till [art.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.].
9. (But) by (av.) (art.) (a. c.) (n. c. nt. s. 3. n.) of (art.) (n. c. nt. s. 3. n.) consist [ind. past s. 3.] of [n. c. nt. s. 3. o.]¹ from [art.] [n. c. nt. pl. 3. o.] of [n. p. nt. s. 3. o.] ¹[(rpr. nt. s. 3. o.) (art.) (a. p.) (n. c. m. pl. 3. n.) ²[(rpr. m. pl. 3. n.) be [ind. past pl. 3.] [av.] [a. c.]² (than) ³[(n. c. m. pl. 3. n.) be [ind. pres. pl. 3.]]³ take [ind. pper. pl. 3.] from [art.] [n. p. m. pl. 3. o.] + (and) {rpr. nt. s. 3. o.} {ppr. m. pl. 3. n.} bring [ind. past pl. 3.] to [n. p. nt. s. 3. o.]]¹.

LESSON LXIX.

THAT preferred to WHO or WHICH.

That is preferred to *who* or *which* in Restrictive Clauses ; as, Letters that contain money should be registered. Here, not all letters are to be registered ; only those that contain money.—Men that are guilty of perjury ought to be punished. Here, the class, men, is restricted to those guilty of perjury.

That is used instead of *who* or *which* after *Superlatives*; as, This is the *best* book that I ever read;—after *same, very, all*; and often after *no, some, and any*; after the interrogative *who*, and often after the *personal* pronouns; and after persons and things taken conjointly.

MODEL.—1. The spring that I passed on the way has been neglected.

Symbols: (art.) (n. c. nt. s. 3. n.)¹ { (rpr. nt. s. 3. o.) (ppr. co. s. 1. n.) pass [ind. past s. 1.] on [art.] [n. c. nt. s. 3. o.)¹ neglect [ind. per. pas. s. 3.].

2. Kean was the best actor that I ever saw. *Symbols*: (n. p. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. s.] [n. c. m. s. 3. n.]¹ { (rpr. m. s. 3. o.) (ppr. co. s. 1. n.) [av.] see [ind. past s. 1.]¹.

3. He is the same man that we met yesterday. *Symbols*: (ppr. m. s. 3. n.) be [inf. pres. s. 3.] [art.] [dem.] [n. c. m. s. 3. o.)¹ { (rpr. m. s. 3. o.) (ppr. co. pl. 1. n.) meet [ind. past p. 1.] [av.]¹.

4. The men and things that we saw were strange. *Symbols*: (art.) (n. c. m. pl. 3. n.)¹ (and) (n. c. nt. pl. 3. n.)¹ { (rpr. m. pl. 3. o.) (ppr. co. pl. 1. n.) see [ind. past pl. 1.]¹ be [ind. past pl. 3.] [a. p.].

EXERCISE 138.

Write symbols:

1. The mother's character had in it a strain of poetry, a trait of unworldly beauty—a delicate and dewy flower, as it were, that had survived out of her imaginative youth.
2. If we except the translation of the Bible, Shakespeare wrote the best English that has ever been written.
3. Wonderful to him that has eyes to see it rightly is the newspaper.
4. All philosophy that would abstract mankind from the present, is no more than words.
5. Forth sallied the two little children, with a hop-skip-and-jump, that carried them at once into the very heart of a huge snow-drift.
6. In the garden she beheld a small white figure that seemed to have a wonderful deal of human likeness about it.

REVIEW QUESTIONS.—Co-ordinate Illative Conjunctions denote what? Name them? Define Subordinate Conjunctions. How many kinds are there? Name the Conditional Conjunctions.

7. This is the most useful art that men possess.
8. The same proportions that are agreeable in a model, are not agreeable in a large building.
9. I have a strange infirmity, which is nothing to those that know me.

EXERCISE 139.

Write sentences :

1. (ppr. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) hear [ind. pres. s. 3.] {ppr. co. s. 1. p.} {n. c. nt. pl. 3. o.} + (and) (rpr. m. s. 3. n.) do [ind. pres. s. 3.] {ppr. nt. pl. 3. o.}¹ lose [ind. fut. d. neg. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.}.
2. (ind.) (n. c. nt. pl. 3. n.)¹ ((rpr. nt. pl. 3. n.) be [ind. pres. pl. 3.] [art.] [n. c. nt. pl. 3. n.] of [a. p.] [n. c. nt. pl. 3. o.])¹ furnish [ind. pres. pl. 3.] {n. c. nt. s. 3. o.} for {n. c. nt. s. 3. o.}.
3. (n. c. nt. s. 3. n.)¹ ((rpr. nt. s. 3. n.) lessen [ind. pres. s. 3.] {art.} {n. c. nt. s. 3. o.} of {n. c. nt. s. 3. o.})¹ increase [ind. pres. s. 3.] {ppr. co. pl. 1. p.} {n. c. nt. s. 3. o.} of live {inf. ing.}.
4. (n. c. m. s. 3. n.) be [ind. pres. s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.]¹ ((rpr. m. s. 3. n.) can [ind. pres. s. 3.] be [inf. pres.] (both) [a. p.] + (and) (rpr. m. s. 3. n.) can [ind. pres. s. 3.] be [inf. pres.] [a. p.]¹).
5. n. c. m. pl. 3. n.)¹ ((rpr. m. pl. 3. n.) deal [ind. pres. pl. 3.] in [a. p.] [n. c. nt. pl. 3. o.])¹ be [ind. pres. pl. 3.] [av.] [a. p.] be [inf. pres.] [a. p.]
6. (n. c. nt. pl. 3. n.)¹ ((rpr. nt. pl. 3. o.) (n. c. nt. s. 3. n.) leave [ind. per. s. 3.] {a. p.})¹ be [ind. pres. pl. 3.] [av.] [n. c. nt. pl. 3. n.] within [art.] [n. c. m. s. 3. p.] [n. c. nt. s. 3. o.]
7. (art.) (n. c. nt. s. 3. n.)¹ ((rpr. nt. s. 3. n.) bend [ind. pres. s. 3.] to [art.] [n. c. nt. s. 3. o.])¹ [av.] escape [ind. pres. s. 3.] [a. c.]² [(than) (art.) (n. c. nt. s. 3. n.)³ ((rpr. nt. s. 3. n.) resist [ind. pres. s. 3.]³ escape [ind. pres. s. 3.]²]
8. (ppr. nt. s. 3. n.)¹ [av.] follow [ind. pres. s. 3.] (that)¹ ((ind. nt. s. 3. n.)² ((rpr. nt. s. 3. n.) be [ind. past s. 3.] [a. p.] to [ppr. co. pl. 3. o.]² be [ind. pres. s. 3.] [a. p.] [ppr. co. pl. 1. o.]¹).
9. (ppr. co. s. 1. n.) love [ind. pres. s. 1.] {dis.} {n. c. nt. s. 3. o.}¹ {((rpr. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.]¹).
10. (ppr. nt. s. 3. n.) be [ind. pres. int. s. 3.] [a. p.] with [dem.]

REVIEW QUESTIONS.—What does *Must* express? In how many tenses is it used? Principal parts of Grind? Hear? Hold? Keep? Burst? Split? Lie? Come?

- [a. p.] (and) [a. p.] [n. c. nt. s. 3. o.]¹ [{rpr. nt. s. 3. o.} (ppr. m. s. 3. n.) display [ind. past s. 3.] on [art.] [ind.] [n. c. nt. s. 3. o.]]¹ ?
11. (n. p. m. s. 3. n.) (art.) (a. p.) (n. c. m. s. 3. n.) of (ppr. co. s. 1. p.) (n. c. co. pl. 3. o.) be [ind. past s. 3.] [art.] [a. s.] [n. c. nt. s. 3. n.]² of [art.] [n. c. nt. s. 3. o.]¹ [{rpr. nt. s. 3. o.} (art.) (n. c. m. s. 3. n.) may [ind. pres. s. 3.] derive [inf. pres.] from [a. p.] [n. c. nt. pl. 3. o.]]¹ ² [{rpr. nt. s. 3. o.} (ppr. co. s. 1. n.) [av.] know [ind. past s. 1.]]².

LESSON LXX.

COMPOUND RELATIVES.

What is a Relative whose antecedent is omitted. The omitted word may be represented by the demonstrative **that** = *the thing* or *things*. *What* then becomes *which*; as, This is *what* I wanted; This is *that which* I wanted. *Symbols*: (dem. nt. s. 3. n.) be [ind. pres. s. 3.] [*dem. nt. s. 3. n.*]¹ [{rpr. nt. s. 3. o.} (ppr. co. s. 1. n.) want [ind. past s. 1.]]¹.

Whoever, whosoever, whichever, whichever, whatever, and whatsoever, are called **Compound Relatives**, and are used for a simple relative and an indefinite antecedent; as, Whoever committeth sin is the servant of sin. *Symbols*: ((rpr. m. s. 3. n.) commit [ind. pres. s. 3.] {n. c. nt. s. 3. o.}) be [ind. pres. s. 3.] [art.] [n. c. m. s. 3. n.] of [n. c. nt. s. 3. o.].

MODEL. —1. Man sometimes loathes what he imitates. *Symbols*: (n. c. m. s. 3. n.) [av.] loathe [ind. pres. s. 3.] {*dem. nt. s. 3. o.*}¹ ¹ [{rpr. nt. s. 3. o.} (ppr. m. s. 3. n.) imitate [ind. pres. s. 3.]]¹.

REVIEW QUESTIONS.—Conditional Clauses modify what? Define Principal clause. Subordinate clause. A Complex Sentence. Name the conjunctions of End or Purpose.

2. This is what might be expected. *Symbols* : (dem. nt. s. 3. n.) be [ind. pres. s. 3.] [*dem. nt. s. 3. n.*]¹ [(rpr. nt. s. 3. n.) may [ind. past s. 3.] expect [inf. pres. pas.]]¹.
3. Whoever steals my purse steals trash. *Symbols* : ((rpr. m. s. 3. n.) steal [ind. pres. s. 3.] {ppr. co. s. 1. p.} {n. c. nt. s. 3. o.}) steal [ind. pres. s. 3.] {n. c. nt. s. 3. o.}.

EXERCISE 140.*Write symbols :*

1. Mr. Lindsey was sturdily accustomed to take what is called the common-sense view of all matters that came under his consideration.
2. We should feel ourselves much humiliated if we were not on what is called "speaking terms" with the best people in the neighborhood.
3. Do you not recognize, in that fair woman's face, the model of features which still beam, at happy moments, on what was then the woodland pathway, but has long since grown into a busy street?
4. Here is a volume of what were once newspapers, each on a small half-sheet, and imprinted with a rude, old type.
5. All the moral circumstances that were contemporary with their publication, have passed away, and left no better record of what they were than may be found in these frail leaves.
6. There was nothing in the whole collection but was in keeping with himself:

EXERCISE 141.*Write sentences :*

1. (*dem. nt. s. 3. n.*)¹ ((rpr. nt. s. 3. n.) establish [ind. per. pas. s. 3.]² (as)² [(art.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) to (ind.) (n. c. co. s. 3. o.) establish [ind. per. pas. s. 3.]]²)¹ may [ind. pres. s. 3.] prove [inf. pres.] [art.] [a. p.] [n. c. nt. s. 3. n.] to [ind. co. s. 3. o.].
2. (art.) (n. c. m. pl. 3. n.) make [ind. past pl. 3.] {art.} {n. c. nt. s. 3. o.}¹ (that)¹ {(ppr. m. pl. 3. n.) will [ind. past pl. 3.] sell [inf. pres.]² {art.} {n. c. nt. s. 3. o.} to² [(rpr. m. s. 3. n.) will

REVIEW QUESTIONS.—What does *May* express? How many tenses has *May*? What is the present tense of *May*? Past tense? Principal parts of *Freeze*? *Forsake*? *Get*? *Give*?

- [ind. past s. 3.] purchase [inf. pres.] {ppr. nt. s. 3. o.} at [art.] [a. s.] [n. c. nt. s. 3. o.]}²}¹.
3. ((rpr. m. s. 3. n.) borrow [ind. pres. s. 3.] {n. c. nt. s. 3. o.}) bind [ind. pres. pas. s. 3.] in [n. c. nt. s. 3. o.] pay [inf. pres.] [ppr. nt. s. 3. o.].
4. (ppr. nt. s. 3. n.)³ be [ind. pres. s. 3.]}¹ [av.] [when] ¹{[art.] (n. c. nt. s. 3. n.) to (*dem. nt. s. 3. o.*)² ((rpr. nt. s. 3. n.) say [ind. pres. pas. s. 3.]}² relax [ind. pres. s. 3.]}¹ (that) ³((ind. m. s. 3. n.) begin [ind. pres. s. 3.] consider {inf. pres.}⁴ ⁴{(rpr. m. s. 3. n.) be [ind. pres. s. 3.] [av.] + (and) (rpr. m. s. 3. n.) be [ind. pres. s. 3.] [av.]}¹}³.
5. {*dem. nt. s. 3. o.*}¹ ¹{(rpr. nt. s. 3. o.) (n. c. nt. s. 3. n.) do [ind. pres. s. 3.] for [n. c. m. pl. 3. o.]}¹ (n. c. nt. s. 3. n.) do [ind. per. s. 3.] for [n. c. co. pl. 3. o.]}² ((rpr. co. pl. 3. n.) be [ind. pres. pl. 3.]} [ppr. co. pl. 3. p.] [a. p.] [n. c. co. pl. 3. n.] of [n. c. nt. s. 3. o.]}².
6. (ppr. co. pl. 1. n.) become [ind. pres. pl. 1.]} [a. p.] of [*dem. co. s. 3. o.*]¹ {(rpr. co. s. 3. o.) (ppr. co. pl. 1. n.) [av.] benefit [ind. per. pl. 1.]}¹.
7. ((rpr. m. s. 3. n.) love [ind. pres. s. 3.] {n. c. nt. s. 3. o.}) be [ind. fut. p. s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.].
8. (ppr. co. s. 1. n.) [av.] forget [ind. fut. p. s. 1.]} {art.} {a. p.} (and) {a. p.} {n. c. nt. s. 3. o.} of {n. c. nt. s. 3. o.]}¹ ¹{(rpr. nt. s. 3. n.) escape [ind. past s. 3.]}² from [ppr. m. s. 3. p.] [n. c. nt. pl. 3. o.] *on* [ind.] [n. c. nt. s. 3. o.]} [when] ²{(art.) (n. c. m. s. 3. n.) sit (par. pres.) (av.) *to* (ppr. m. s. 3. o.) tell [ind. past s. 3.] *to* [ppr. co. s. 1. o.]} {art.} {a. p.} {n. c. nt. s. 3. o.]}²}¹.

LESSON LXXI.

INTERROGATIVE PRONOUNS.

THE Interrogative Pronouns are **who**, **which**, and **what**.

I. **Who** applies to person, but to no particular person; as, *Who* goes there? The questioner is here ignorant of the person referred to.

II. **Which**, unlike the Relative *which*, applies to

persons as well as to things. It supposes a known class or group, and asks for the particular individual or individuals; as, *Which* of you will do it? *Which* shall I take?

III. **What** refers exclusively to things; as, *What* have you done? The order of the sentence is often inverted, as shown in the model.

Symbol for Interrogative Pronoun (?pr.).

- MODEL.—1. Who comes with her? *Symbols*: (?pr. co. s. 3. n.) come [ind. pres. s. 3.] with [ppr. f. s. 3. o.]?
2. Whom are you seeking? *Symbols*: {?pr. co. s. 3. o.} (ppr. co. s. 2. n.) seek [ind. pres. pro. int. s. 2.]?
3. What is the matter? *Symbols*: [?pr. nt. s. 3. n.] be [ind. pres. int. s. 3.] (art.) (n. c. nt. s. 3. n.)?
4. What say'st thou to me? *Symbols*: {?pr. nt. s. 3. o.} say [ind. pres. int. s. 2.] (ppr. co. s. 2. n.) to [ppr. co. s. 1. o.]?

EXERCISE 142.

Write symbols :

1. Who is here so rude that would not be a Roman?
2. What doth gravity out of his bed at midnight?
3. What is't that takes from thee thy stomach, pleasure, and thy golden sleep?
4. As I came up the valley, whom think ye should I see, but Robin leaning on the bridge beneath the tall, old tree?
5. Who lent you, love, your mortal dower of pensive thought and aspect pale?
6. Who can tell the last wild thought of Chatelet, just ere the falling axe did part the burning brain from the true heart, even in her sight he loved so well?
7. Who shall reach a hand through time to catch the far-off interest of tears?
8. Which now of these three, thinkest thou, was neighbor unto him that fell among the thieves?
9. For what shall it profit a man, if he shall gain the whole world and lose his own soul?
10. What shall I do that I may inherit eternal life?
11. Which is the largest city in the United States.

REVIEW QUESTIONS.—Name the Conjunctions of Reason and Cause. Into what classes are Subordinate Clauses divided? How are Subordinate Clauses distinguished in symbols?

EXERCISE 143.

Write sentences :

1. {?pr. co. s. 3. n.} bring [ind. fut. p. s. 3.] *to* [ppr. co. s. 1. o.] {ind.} {a. p.} {n. c. nt. s. 3. o.}?
2. {?pr. co. s. 3. n.} can [ind. pres. s. 3.] tell [inf. pres.] *to* [ppr. co. s. 1. o.] {(?pr. nt. s. 3. n.) be [ind. pres. s. 3.] [art.] [n. c. nt. s. 3. n.] of [ind.] [dem.] [n. c. nt. s. 3. o.]}?
3. {?pr. nt. s. 3. o.} say [ind. pres. s. 2.] (ppr. co. s. 2. n.) (then) *to* [n. p. m. s. 3. o.] [art.] [a. p.] [n. c. m. s. 3. o.] of [n. p. nt. s. 3. o.]?
4. {?pr. m. s. 3. n.} of (ppr. co. pl. 2. o.) by take [inf. ing.] [n. c. nt. s. 3. o.] can [ind. pres.] add [inf. pres.] {car.} {n. c. nt. s. 3. o.} *to* [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]?
5. {?pr. m. s. 3. n.} be [ind. pres. s. 3.] [art.] [n. c. m. s. 3. n.] of [dem.] [a. p.] [n. c. nt. s. 3. o.]¹ {(?pr. nt. s. 3. o.) (ppr. co. s. 1. n.) reap [ind. past s. 1.] *during* [a. s.] [n. c. nt. s. 3. o.]}¹?
6. {?pr. nt. s. 3. n.} be [ind. pres. s. 3.] [art.] [n. c. nt. s. 3. n.] between [art.] [n. c. nt. s. 3. o.] (and) [art.] [n. c. nt. s. 3. o.]?
7. {?pr. co. s. 3. n.} decide [ind. fut. d. s. 3.] {(?pr. co. s. 3. n.) have [ind. fut. d. s. 3.] {art.} {n. c. nt. s. 3. o.}}?
8. {?pr. nt. s. 3. o.} think [ind. pres. int. s. 2.] (ppr. co. s. 2. n.) of {art.} {n. c. nt. s. 3. o.} of {dem. nt. s. 3. o.} {(?pr. nt. s. 3. n.) call [ind. pres. pas. s. 3.] [a. p.] [n. c. nt. s. 3. n.]}?
9. {?pr. nt. s. 3. o.} (art.) (a. p.) (n. c. m. s. 3. n.)¹ do [ind. fut. d. s. 3.]¹ {(rpr. m. s. 3. n.) seek [ind. pres. s. 3.] {n. c. nt. s. 3. o.} for {ind.} {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.}}¹?
10. (If) ¹{(art.) (n. c. m. s. 3. n.) have [ind. pres. neg. s. 3.] {art.} {n. c. nt. s. 3. o.} of ²{(rpr. nt. s. 3. o.) (ppr. co. s. 2. n.) speak [ind. pres. s. 2.]}² {?pr. nt. s. 3. o.} (ppr. m. s. 3. n.) be [ind. pres. int. s. 3.]}¹ do [inf. pres.]?
11. {?pr. nt. s. 3. o.} (ppr. co. s. 1. n.) render [ind. fut. p. int. s. 1.] *to* [ppr. co. s. 1. p.] [n. p. m. s. 3. o.] for [ind.] [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]?
12. {?pr. f. s. 3. n.} be [ind. pres. s. 3.] (dem. f. s. 3. n.)¹ {(rpr. f. s. 3. n.) come [ind. pres. s. 3.] up from [art.] [n. c. nt. s. 3. o.] lean [par. pres.] upon (ppr. f. s. 3. p.) (n. c. m. s. 3. o.)}¹?

REVIEW QUESTIONS.—What does *Can* express? *Can* has how many tenses? What is the present tense of *Can*? Past tense? Principal parts of *Draw*? *Drink*? *Drive*? *Eat*? *Feed*? *Fight*? *Find*? *Fling*?

LESSON LXXII.

INTERROGATIVE ADVERBS.

Interrogative words are such as serve to introduce a question. **How, when, where, whither, whence, why,** are often used as Interrogative Adverbs. *Symbol:* [ʔav.].

Which and **what** are often placed before nouns as *Interrogative Adjectives*. *Symbol:* [ʔa.].

Whenever a question introduced by any of the above interrogative words is made subordinate, the interrogative form of the sentence is lost ; but the symbols need not be changed.

- MODEL.**—1. How did that happen? *Symbols:* [ʔav.] (dem. nt. s. 3. n.) happen [ind. past int. s. 3.]?
2. When shall we be stronger? *Symbols:* [ʔav.] (ppr. co. pl. 1. n.) be [ind. fut. p. int. pl. 1.] [a. c.]?
3. Where shall I find you? *Symbols:* [ʔav.] (ppr. co. s. 1. n.) find [ind. fut. p. int. s. 1.] {ppr. co. s. 2. o.}?
4. I know not why I am so sad? *Symbols:* (ppr. co. s. 1. n.) know [ind. pres. neg. s. 1.] {ʔav.] (ppr. co. s. 1. n.) be [ind. pres. s. 1.] [av. a. p.] }.
5. I am to learn what stuff 'tis made of. *Symbols:* (ppr. co. s. 1. n.) be [ind. pres. s. 1.] learn [inf. pres.] '1' [ʔa.] [n. c. nt. s. 3. o.] (ppr. nt. s. 3. n.) make [ind. pres. pas. s. 3.] of].

EXERCISE 144.

Write symbols :

1. Why, how could'st thou know these men in Kendal green, when it was so dark thou could'st not see thy hand?
2. What cunning match have you made with this jest of the drawer?
3. How shall we part with thee in setting forth?
4. Oh, if men were to be saved by merit, what place in perdition were deep enough for him?

REVIEW QUESTIONS.—Define a Noun clause. An Adverbial clause. An Adjective Clause. Conjunctive Adverbs. Name them. How are they written in symbols?

5. Where shall we take a purse to-morrow, Jack ?
6. But what warmth is there in your affection towards any of those princely suitors that have already come ?
7. Why are we weighed upon with heaviness while all things else have rest from weariness ?
8. What pleasure can we have to war with evil ?
9. Society has not seen what temptations have betrayed her.

EXERCISE 145.

Write sentences :

1. {pr. nt. s. 3. o.} (ppr. nt. s. 3. n.)¹ can [ind. pres. int. s. 3.] matter [inf. pres.] n. p. f. s. 3. n. ¹{?a.} {n. c. nt. pl. 3. o.} (art.) (a. p.) (n. p. m. s. 3. n.) look (par. pres.) through (ppr. m. s. 3. p.) (a. p.) (n. c. nt. pl. 3. o.) sing [ind. past s. 3.] below [art.] [a. p.] [n. c. nt. pl. 3. o.])¹ ?
2. (And) (?a.) (n. c. nt. s. 3. n.) can [ind. pres. s. 3.] equal [inf. pres.] {dem. nt. pl. 3. o.}¹ ¹{(rpr. nt. pl. 3. n.) stir [ind. pres. pl. 3.]}² {art.} {n. c. nt. s. 3. p.} {a. p.} {n. c. nt. pl. 3. o.} [when] ²{(ind. co. s. 3. n.)³ ((rpr. co. s. 3. n.) love [ind. pres. s. 3.] + (but) (rpr. co. s. 3. n.) know [ind. pres. neg. s. 3.])³ reap [ind. pres. s. 3.] {art.} {n. c. nt. s. 3. o.} from [ind. co. s. 3. o.]}⁴ {(rpr. co. s. 3. n.) love [ind. pres. s. 3.] + (and) (rpr. co. s. 3. n.) know [ind. pres. s. 3.])⁴]}² ?
3. {?a.} {n. c. nt. s. 3. o.} (ppr. co. pl. 1. n.) reap [ind. pres. int. pl. 1.] from [ind.] [art.] [n. c. nt. pl. 3. o.] of [ppr. co. s. 2. p.] [n. c. nt. s. 3. o.] ?
4. [?av.] (ppr. co. s. 2. n.) can [ind. pres. int. s. 2.] find [inf. pres.] {art.} {a. c.}¹ {n. c. nt. s. 3. o.} (than) ¹{(dem. nt. s. 3. n.) be [ind. pres. s. 3.]}¹ ?
5. [?av.] (ppr. m. s. 3. n.) expect [ind. pres. int. s. 3.] gain {inf. pres.} {art.} {a. p.} {n. c. nt. s. 3. o.} in [dem.] [a. p.] [n. c. nt. s. 3. o.] ?
6. [?av.] (dem.) (n. c. m. s. 3. n.) hurry [ind. pres. pro. int. s. 3.] at [av.] [art.] [a. p.] [n. c. nt. s. 3. o.] ?
7. {?a.} {n. c. nt. s. 3. o.} (ppr. co. pl. 3. n.) study [ind. per. pro. int. pl. 3.] with [ind.] [dem.] [n. c. nt. s. 3. o.] ?
8. On [?a.] [n. c. nt. s. 3. o.] (n. p. m. s. 3. n.) intend [ind. pres. int. s. 3.] decide [inf. pres.]¹ ¹{?a.} {n. c. nt. s. 3. o.} (ppr. m. s. 3. n.) adopt [ind. fut. p. s. 3.]}¹ ?

REVIEW QUESTIONS.—What verbs are always followed by the Elliptical Infinitive? How may the so-called Potential Mood be dispensed with? What unites with May, Can, Must, Shall, and Will, to form the Predicate Verb?

9. [1av.] (ppr. co. s. 2. n.) speak [ind. past int. s. 2.] to [n. p. m. s. 8. o.] in [dem.] [a. p.] [n. c. nt. s. 3. o.]?
10. {1av.} {ind.} {n. c. nt. pl. 3. o.} of {n. c. nt. s. 3. o.} have [ind. pres. pl. 3.] (n. c. nt. pl. 3. n.)¹ ¹((rpr. nt. pl. 3. n.) denote [ind. pres. pl. 3.] {a. p.} {n. c. nt. pl. 3. o.})¹ + (and) [1pr. nt. pl. 3. n.] be [ind. pres. pl. 3.] (ppr. m. pl. 3. n.)?

LESSON LXXIII.

CONTRACTION OF SENTENCES.

SENTENCES may be contracted—

I. By changing an adjective clause into a phrase; as, I do not consider it a malady *that is often fatal to my own sex*. I do not consider it a malady *often fatal to my sex*.—New York, *which is the largest city in America*, is situated at the mouth of the Hudson. New York, *the largest city in America*, is situated at the mouth of the Hudson.

II. By changing an adjective phrase into an adjective; as, A year *of prosperity* followed. A *prosperous* year followed.

III. By changing a noun clause into an Infinitive phrase; as, I desired *that I might see* the great men of the earth. I desired *to see the great men of the earth*.

EXERCISE 146.

Change Complex Sentences into Simple Sentences, and Phrases to Adjectives, as far as possible.

1. The charms that Europe held forth were those of storied and poetic association.
2. I longed to wander over the scenes of achievements that are renowned.

REVIEW QUESTIONS.—Define the Subjunctive Mood. How are conditions and suppositions really denoted? What may the Subjunctive Mood be considered? Which are the real Subjunctive Forms?

3. There is nothing so baleful to a man that is small as the shadow of a man that is great, particularly the great man that lives in a city.
4. I was anxious to see the great men that lived in Europe; for I had read in the works of various philosophers that all animals that were found in America degenerated, and that man was among the number.
5. It has been either my good or my evil fortune that my roving passion has been gratified.
6. Noah Webster, who is the author of several works that are still in use in our schools, once taught a school in Orange County.
7. A merchant whose character is above reproach, has suffered severe losses in consequence of the panic that recently occurred in Wall Street.
8. He saw that the whole race of his countrymen were melting before them from the face of the earth.

EXERCISE 147.

BAD COUNSELS.

Write out the narrative in the following :

At [art.] [a. p.] [n. c. nt. s. 3. o.] (ppr. m. s. 1. n.) have [ind. past s. 1.] rue [inf. pres.]¹ [art.] [a. p.] [n. c. nt. s. 3. o.] (and) [a. p.] [n. c. nt. s. 3. o.] of [n. c. co. pl. 3. o.] (as) ¹[(ppr. co. s. 2. n.) hear [ind. fut. d. s. 2.]]¹. [When] ²[(ppr. m. s. 1. n.) be [ind. past s. 1.] [art.] [n. c. m. s. 3. n.]]² (ppr. m. s. 1. p.) (n. c. m. s. 3. n.) on [ind.] [n. c. nt. s. 3. o.] treat [ind. past s. 3.]¹ {ppr. m. s. 1. o.} with [a. p.] [n. c. nt. s. 3. o.] + (and) (ppr. m. s. 1. p.) (n. c. nt. s. 3. n.) boil [ind. past s. 3.] in (ppr. m. s. 1. p.) [n. c. nt. pl. 3. o.] at [dem. nt. s. 3. o.]³ ³[(rpr. nt. s. 3. n.) appear [ind. past s. 3.] to [ppr. m. s. 1. o.] be [inf. pres.] [n. c. nt. s. 3. n.] (and) [n. c. nt. s. 3. n.]]³ + (but) [ppr. m. s. 1. n.] exasperate [par. past]⁴ (as) ⁴[(ppr. m. s. 1. n.) be [ind. past s. 1.]]⁴ (n. c. nt. s. 3. n.) will [ind. past s. 3.]⁶ [av.] soothe [inf. per.]⁵ {ppr. m. s. 3. p.} {a. p.} {n. c. nt. pl. 3. o.} (if not) ⁵[(n. c. nt. s. 3. n.) will [ind. past s. 3.] heal [inf. per.] {ppr. m. s. 1. p.} {a. p.} {n. c. nt. pl. 3. o.}]⁵ (if) ⁶[(ppr. nt. s. 3. n.) be [ind. pper. neg. s. 3.] for [art.] [n. c. co. pl. 3. o.] around [ppr. m. s. 1. o.]]⁶. (Dem. co. pl. 3. n.) [av.]¹ [av.] color

REVIEW QUESTIONS.—When is a noun in the case independent? How shown by symbols? What is a regular verb? Principal parts of Chide? Cut? Do? Cleave?

[ind. past pl. 3.] {art.} {n. c. nt. s. 3. o.} of {ppr. m. s. 1. p.} {n. c. m. s. 3. o.} + (and) (*dem. co. pl. 3. n.*) [av.]¹ [av.] compliment [ind. past pl. 3.] {ppr. m. s. 3. o.} for [ppr. m. s. 1. p.] [a. p.] [a. p.] [n. c. nt. s. 3. o.] (that) ¹[(ppr. m. s. 1. n.) impel [ind. past pas. s. 1.] keep up [inf. pres.] [ppr. m. s. 1. p.] [n. c. nt. s. 3. o.] with [ppr. co. pl. 3. o.] by adopt [inf. ing.] [art.] [a. s.] [n. c. nt. s. 3. o.]]² ¹[rpr. nt. s. 3. o.] (ppr. m. s. 1. n.) can [ind. past s. 1.] take [inf. pres.]]² [dem. nt. s. 3. o.] of run [inf. ing.] [av.] from [n. c. nt. s. 3. o.]]¹. (Art.) (a. p.) (n. c. nt. pl. 3. n.) ¹(to [rpr. nt. pl. 3. o.] (dem.) (n. c. nt. s. 3. n.) of (n. c. nt. s. 3. o.) subject [ind. past s. 3.] {ppr. m. s. 1. o.})¹ be [ind. pres. pl. 3.] [av.] [av.] [a. p.] in [ppr. m. s. 1. p.] [n. c. nt. s. 3. o.]. (Ppr. m. s. 1. n.) [av.] be [ind. per. s. 1.] [a. p.] repair [inf. pres.] [art.] [n. c. nt. s. 3. o.]]¹ ¹[(*rpr. nt. s. 3. o.*) (ppr. m. s. 1. n.) [av.] suffer [ind. past s. 1.]]¹. (Ppr. m. s. 1. p.) (n. c. nt. s. 3. n.) [av.] cease [ind. per. s. 3.] accuse [inf. pres.] {ppr. m. s. 1. o.}.

LESSON LXXIV.

CONTRACTION OF SENTENCES—(Continued.)

SENTENCES may be contracted—

IV. By making one or more of the clauses of a compound sentence subordinate; as, I saw an officer *and he* explained the matter. I saw an officer *who* explained the matter. The officer that I saw explained the matter. When I saw an officer, he explained the matter.

V. By changing the verb of an adverbial clause to a participle, and making the participle an adjunct of the principal subject, or construing it independently with another noun; as, *When the sun rose* the fog dispersed. *The sun having risen*, the fog dispersed.—*When we had ascended* the tower, we saw a beautiful landscape *that*

REVIEW QUESTIONS.—Rule for the use of *Should*? What does *should* denote in all persons? *Should* with the Perfect Infinitive? Rule for *would*? *Would* sometimes expresses what?

extended far and wide. Having *ascended* the tower, we saw a beautiful landscape *extending* far and wide.

VI. By changing an adverbial phrase to an adverb; as, The boy behaved *in an insolent manner*. The boy behaved *insolently*.

EXERCISE 148.

Contract the following sentences in accordance with the six methods already given :

1. This rambling propensity strengthened as I advanced in years.
2. While I devoured the contents of books of voyages and travels, I neglected the regular exercises of the school.
3. How wistfully would I wander about the pier-heads when the weather was fine, and watch the parting ships which were bound to distant climes.
4. Further reading and thinking, though they brought this vague inclination into more reasonable bounds, only served to make it more decided.
5. The taste of the populace is refined and enriched by arts that were unknown to the universities that existed in former times.
6. States that lay near each other were completely isolated by mountain barriers.
7. A journey to New York, which was then a small city that contained thirty thousand souls, was a much rarer event in life than a voyage to Europe now.
8. As we came out of the woods that are upon the craggy precipices that are near the convent, we found that the rocks were covered with purple and pink thyme.
9. The Mediterranean that is beyond, seemed, by some optical effect that is strange, to be turned up around the horizon like a golden rim that holds the misty sea.
10. His house, which was a rambling West-India mansion, was surrounded with deep, spacious piazzas which were covered with luxurious lounges; and among them one capacious chair was his peculiar seat.

REVIEW QUESTIONS.—How is the Interrogative Form made? How is the Interrogative Form in the Present and Past Tenses made? How, in formal questions? Principal parts of Sing? Sling? Slay?

EXERCISE 149.

A SHORT BIOGRAPHY.

(N. p. m. s. 3. n.) bear [ind. past. pas. s. 3.] in [n. p. nt. s. 3. o.] in [n. p. nt. s. 3. o.] 1811. (Ppr. m. s. 3. n.) be [ind. pasts. 3.] [art.] [n. c. m. s. 3. n.] of [art.] [n. c. m. s. 3. o.], ¹[(rpr. m. s. 3. n.) abandon [ind. pper. s. 3.] [ppr. m. s. 3. p.] {n. c. nt. s. 3. o.} + (and) (rpr. m. s. 3. n.) marry [ind. pper. s. 3.] {art.} {n. c. f. s. 3. o.} + (and) (rpr. m. s. 3. n.) go [ind. pper. s. 3.] upon [art.] [n. c. nt. s. 3. o.]]¹. Upon [art.] [n. c. nt. s. 3. o.] of [ppr. m. s. 3. p.] [n. c. co. pl. 3. o.] (n. p. m. s. 3. n.)¹ ¹[(rpr. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. p.] (and) [a. p.] [n. c. m. s. 3. n.]]¹ adopt [ind. past pas. s. 3.] (and) (ppr. m. s. 3. n.) [av.] educate [ind. past s. 3.] by [n. p. m. s. 3. o.] of [n. p. nt. s. 3. o.]. (Ppr. m. s. 3. n.) send [ind. past pas. s. 3.] to [n. c. nt. s. 3. o.] at [n. p. nt. s. 3. o.] near [n. p. nt. s. 3. o.] + (and) (ppr. m. s. 3. n.) [av.] enter [ind. past s. 3.] {art.} {n. p. nt. s. 3. o.}. (Ppr. m. s. 3. n.) be [ind. past s. 3.] [art.] [a. s.] [n. c. m. s. 3. n.] of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] + (and) (ppr. m. s. 3. n.) may [ind. past s. 3.] finish [inf. per.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} with [n. c. nt. s. 3. o.] + (but) (ppr. m. s. 3. n.) expel [ind. past pas. s. 3.] for [ppr. m. s. 3. p.] [a. p.] [n. c. nt. pl. 3. o.]. From [dem.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) have [ind. past s. 3.] {n. c. nt. pl. 3. o.} {a. p.}, {av.} {a. p.}, (and) {av.} {a. p.}, furnish [inf. pres.] {art.} {n. c. nt. pl. 3. o.} for {art.} {a. p.} {n. c. nt. s. 3. o.}. Contract (par. per.) (n. c. nt. pl. 3. o.)¹ ¹[(rpr. nt. pl. 3. o.) (ppr. m. s. 3. p.) (n. c. m. s. 3. n.) well [ind. past neg. s. 3.] pay [inf. pres.]]¹ (ppr. m. s. 3. n.) go [ind. past s. 3.] [av.] join [inf. pres.] [art.] [a. p.] [n. p. m. pl. 3. o.]; + (but) after [art.] [n. c. nt. s. 3. o.] (ppr. m. s. 3. n.) appear [ind. past s. 3.] at [n. p. nt. s. 3. o.], in [art.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.] + (and) (ppr. m. s. 3. n.) send [ind. past pas. s. 3.] to [n. c. nt. s. 3. o.] by [art.] [n. c. nt. s. 3. o.] of [art.] [a. p.] [n. c. m. s. 3. o.]. (Ppr. m. s. 3. p.) (n. c. m. s. 3. n.) receive [ind. past s. 3.] {ppr. m. s. 3. o.} with [n. c. nt. s. 3. o.]. (N. p. m. s. 3. n.) publish [ind. past s. 3.] {art.} {a. p.} {n. c. nt. s. 3. o.} of {n. c. nt. pl. 3. o.} in [n. p. nt. s. 3. o.] + (but) [av.] [av.] (ppr. m. s. 3. n.) drive [ind. past pas. s. 3.] by [n. c. nt. s. 3. o.] enlist [inf. pres.]]¹ (as) ¹[(art.) (a. p.) (n. c. nt. s. 3. n.) enlist [ind. pres. s. 3.]]¹ in [art.] [n. c. nt. s. 3. o.].

REVIEW QUESTIONS.—In what tenses is the Emphatic Form used? How is it formed? How may other tenses be made emphatic? Principal parts of Send? Shake? Shoe? Shoot?

LESSON LXXV.

EXPANSION OF SENTENCES.

EXPANSION being the reverse of *contraction*, sentences may be readily expanded by a reverse application of the principles given in Lessons LXXIII. and LXXIV., as illustrated by the following examples :

I. A man of *prudence* looketh well to his going. A man *that is prudent* looketh well to his going.—The tale was told by the old chronicler, the personal friend of Alfred. The story was told by the old chronicler, *who was* the personal friend of Alfred.

II. The *king's wrath* is a messenger of death ; but a *wise man* will pacify it. The *wrath of the king* is a messenger of death ; but a *man of wisdom* will pacify it.

III. I expected *to find* a better condition of affairs. I expected *that I should find* a better condition of affairs.

IV. Health *is precious to all*, and invaluable to the poor. Health, *which is precious to all*, is invaluable to the poor.—He *was afraid*, and fled. He fled, *because he was afraid*.

V. *Walking* by the side of the river, we met a very strange fellow. *As we walked* by the side of the river we met a very strange fellow.—*The votes having been counted*, the result was announced. *When the votes had been counted* the result was announced.

VI. Iser rolls *rapidly*. Iser rolls *at a rapid rate*.

EXERCISE 150.

Expand the following according to above examples :

1. It is the legacy of a noble and enduring spirit, purified by sorrow and suffering.
2. After closing the volume, he turns its contents over in his mind.

REVIEW QUESTIONS.—What kind of a condition does the Present Tense denote? How does the Future Tense represent a condition? How is a supposition contrary to fact expressed?

3. Suddenly he hears the bell ringing to matins; but its sound, chiming in with his melancholy fancies, seems to him like a voice exhorting him to write his story.
4. There is something extremely fanciful in all this.
5. There is nothing in them harsh or exaggerated.
6. They contrast finely with those elaborate and iterated repinings sometimes met with in poetry.
7. It is a morsel of certainty snatched from the midst of the uncertainties of life.
8. It is a sunny moment gleaming out kindly on a cloudy day.
9. It being the Sabbath, I determined to spend a portion of the day in a stroll through parts of the city to view some of the public edifices and works of art.
10. Quite a different scene was presented by the little group of mourners standing by the grave.
11. I hold old Johnson to be the great supporter of the British monarchy and church during the last age.
12. No longer dreaded by her enemies, her servants were fast losing the confidence of self-respect.
13. The passage accordingly teaches the very opposite of the notion of Jesus's being in any sense the likeness of sin.

EXERCISE 151.

THE KING AND QUEEN.

(Ppr. co. pl. 3. n.) meet [ind. past pl. 3.] + (and) (ppr. co. pl. 3. n.) marry [ind. past pas. pl. 3.] + (and) for [n. c. nt. pl. 3. o.] (ppr. co. pl. 3. n.) lead [ind. past pl. 3.] {art.} {a. s.} {a. s.} {n. c. nt. pl. 3. o.} {av.} lead {par. past.} by {a. p.} {n. c. co. pl. 3. o.}. (Ppr. nt. s. 3. n.)¹ say [ind. pres. pas. s. 3.] (*that*)¹ ((art.) (n. p. m. s. 3. n.) wince [ind. past s. 3.]² [when] ²[(ppr. m. s. 3. n.) {av.} see [ind. past s. 3.] {ppr. m. s. 3. p.} {a. p.} {a. p.} {n. c. f. s. 3. o.}]²]¹ + (but) (however) ³[(dem. nt. s. 3. n.) may [ind. pres. s. 3.] be [inf. pres.]]³ (ppr. m. s. 3. n.) be [ind. past s. 3.]³ [art.] [a. p.] (and) [a. p.] [n. c. m. s. 3. n.] to [ppr. f. s. 3. o.] + (as) (ppr. f. s. 3. n.) be [ind. past s. 3.] [art.] [a. p.] (and) [a. p.] [n. c. f. s. 3. n.]. (Ppr. co. pl. 3. n.) have [ind. past pl. 3.] {art.} {a. s.} {n. c. nt. pl. 3. o.}—{art.} {av.} {a. s.} (and) {a. s.}—{a. p.} {a. p.} {n. c. nt. pl. 3. o.}]¹ ¹{to [rpr. nt. pl. 3. o.] (art.) (n. c. nt. s. 3. n.) of (n. c. co. pl. 3. o.) invite [ind. past pas. pl. 3.] + and [where] (art.) (a. p.) (n. p. m. s. 3. n.) will [ind. past s. 3.] stand up [inf. pres.] + and [where] (ppr. m. s. 3. n.) will [ind. past s. 3.] dance [inf. pres.] for [car.] [n. c. nt. pl. 3. o.] at [art.] [n. c. nt. s. 3. o.] to

[car.] [n. c. nt. s. 3. o.]}¹ + (and) after [dem.] [a. p.] [n. c. nt. s. 3. o.] (ppr. co. pl. 3. n.) will [ind. past pl. 3.] go [inf. pres.] to [n. c. nt. s. 3. o.] without [ind.] [n. c. nt. s. 3. o.]-[art.] [a. P.] [n. c. co. s. 3. n.] grumble [par. pres.] [av.] at [dem.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.]- + (and) ppr. co. pl. 3. n.) will [ind. past pl. 3.] get up [inf. pres.] [av.] [av.] on [art.] [a. s.] [n. c. nt. s. 3. o.] + (and) [av.] on [art.] [a. s.] [n. c. nt. s. 3. o.] (ppr. co. pl. 3. n.) will [ind. past pl. 3.] have [inf. pres.] {ind.} {n. c. nt. s. 3. o.} + (or) (art.) (n. p. f. s. 3. n.) will [ind. past s. 3.] play [inf. pres.] on [art.] [n. c. nt. s. 3. o.] — {(ppr. f. s. 3. n.) play [ind. past. s. 3.] [av.] [av.]} (n. p. m. s. 3. n.) say [ind. past s. 3.]- (or) (art.) (n. p. m. s. 3. n.) will [ind. past. s. 3.] read [inf. pres.] to [ppr. f. s. 3. o.] {art.} {n. c. nt. s. 3. o.} out of {art.} {n. p. nt. s. 3. o.} + (or) [av.] (ppr. m. s. 3. n.) will [ind. past s. 3.] read [inf. pres.] {ind. nt. s. 3. o.} of {n. p. m. s. 3. p.} {n. c. nt. pl. 3. o.}. O Arcadia! [?a.] [art.] [n. c. nt. s. 3. n.] (ppr. nt. s. 3. n.) must [ind. pres. s. 3.] be [inf. per.]!

EXERCISE 152.

Write symbols, making each clause a complete sentence, and as many clauses as there are connectives, expressed or understood.

The quality of mercy is not strain'd ;
 It droppeth as the gentle rain from heaven
 Upon the place beneath ; it is twice bless'd ;
 It blesseth him that gives, and him that takes :
 'Tis mightiest in the mightiest ; it becomes
 The throned monarch better than his crown :
 His sceptre shows the force of temporal power,
 The attribute to awe and majesty,
 Wherein doth sit the dread and fear of kings ;
 But mercy is above this sceptred sway ;
 It is enthroned in the heart of kings,
 It is an attribute to God himself ;
 And earthly power doth then show likest God's
 When mercy seasons justice. Therefore, Jew,
 Though justice be thy plea, consider this,—
 That in the course of justice none of us
 Should see salvation : we do pray for mercy ;
 And that same prayer doth teach us all to render
 The deeds of mercy. I have spoken thus much
 To mitigate the justice of thy plea ;
 Which if thou follow, this strict Court of Venice
 Must needs give sentence 'gainst the merchant there.

EXERCISE 153.

THE HEAD BOY AT SCHOOL.

(Av.) (dis.) (n. c. m. s. 3. n.)¹ ¹[(rpr. m. s. 3. n.) do [ind. pres. s. 3.] to [ppr. co. s. 1. o.] {art.} {n. c. nt. s. 3. o.} hear {inf. pres.} {ppr. co. s. 1. o.}]¹ remember [ind. fut. p. s. 3.] (that) ²{(art.) (av.) (a. s.) (n. c. nt. s. 3. n.)³ ²{(rpr. nt. s. 3. o.) (ppr. m. s. 3. n.) see [ind. per. s. 3.] in [art.] [n. c. nt. s. 3. o.] of [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]}³ + (and) (art.) (n. c. m. s. 3. n.)⁴ ⁴(to [rpr. m. s. 3. o.] (ppr. m. s. 3. n.) look up [ind. per. s. 3.] with [art.] [a. s.] [n. c. nt. s. 3. o.] (and) [n. c. nt. s. 3. o.])⁴ be [ind. past s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.] at [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]}². (Art.) (n. c. m. s. 3. n.) (ppr. m. s. 3. n.) [av.] inspire [ind. pres. s. 3.] {dem.} {art.} {n. c. nt. s. 3. o.}. (Art.) (a. p.) (n. c. m. s. 3. n.) construe [ind. pres. s. 3.] [av.]¹ [av.] (as) ¹[(art.) (n. c. m. s. 3. n.) (ppr. m. s. 3. n.) construe [ind. pres. s. 3.]]¹. [When] ¹[(ppr. m. s. 3. n.) begin [ind. pres. s. 3.] speak {inf. pres.}]¹ (art.) (n. c. nt. s. 3. n.) hush [ind. pres. pas. s. 3.]]¹ + (and) (dis.) (a. p.) (n. c. m. s. 3. n.) listen [ind. pres. s. 3.]]¹. (Ppr. m. s. 3. n.) write off [ind. pres. s. 3.] {n. c. nt. pl. 3. o.} of {a. P.} {n. c. nt. pl. 3. o.} [av.]¹ [av.] (as) ¹[(n. p. m. s. 3. n.) write [ind. past s. 3.]]¹. (Ppr. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.] + (and) [ppr. m. s. 3. p.] [a. p.] [n. c. nt. pl. 3. n.] achieve [par. past.] (ppr. m. s. 3. n.) pour out [ind. pres. s. 3.] {ind.} {n. c. nt. pl. 3. o.} of {n. c. nt. pl. 3. o.} for [ind.] [n. c. m. pl. 3. o.] with [art.] [a. p.] [n. c. nt. s. 3. o.] (and) [n. c. nt. s. 3. o.] [art.] [a. p.] [ind. m. pl. 3. n.] [av.] tremble [par. pres.]¹ (lest) ¹[(ppr. m. pl. 3.) shall [ind. past pl. 3.] discover [inf. pres. pas.] on give in [inf. ing.] [ppr. m. pl. 3. p.] [n. c. nt. pl. 3. o.] + (and) (ppr. m. pl. 3. n.) shall [ind. past pl. 3.] whip [inf. pres. pas.]]² (because) ²[(ppr. m. pl. 3. p.) (n. c. nt. pl. 3. n.) be [ind. past pl. 3.] [av.] [a. p.]]²¹. (Ppr. co. s. 1. n.) see [ind. per. s. 1.] {a. p.} {n. c. m. pl. 3. o.} in [ppr. co. s. 1. p.] [n. c. nt. s. 3. o.] + (but) (ppr. co. s. 1. n.) [av.] see [ind. per. s. 1.] {dem.}]¹ {art.} {a. p.} {ind. m. s. 3. o.} (as) ¹{(art.) (a. p.) (n. c. m. s. 3. n.) of (ppr. co. s. 1. p.) (n. c. nt. s. 3. o.) be [ind. past s. 3.]]¹ + (ppr. co. pl. 1. n.) (ind.) think [ind. past pl. 1.] } (ppr. m. s. 3. n.) must [ind. pres. s. 3.] be [inf. pres.] [n. p. m. s. 3. n.]] + (and) (ppr. co. s. 1. n.) disappoint [ind. past pas. s. 1.] on meet [inf. ing.] [ppr. m. s. 3. o.] in [a. p.] [n. c. nt. s. 3. o.] find [inf. pres.]]² (that) ²[(ppr. m. s. 3. n.) be [ind. past s. 3.] [av.] [a. c.]]² (v'an) ²[(car.) (n. c. nt. pl. 3. n.) be [ind. pres. pl. 3.]]²³.

EXERCISE 154.

Write symbols, making each clause a complete sentence, and as many clauses as there are connectives expressed or understood.

It is a good and hopeful sign of a boy that he is interested in purely boyish amusements; but it is a terribly bad sign when he begins to despise these, and takes to dressing himself up in gorgeous apparel and frequenting the society of young ladies, and thinking himself a small man. I do hate to see a boy aping "the swell." Our outward appearance has more influence on our habits and manners than some philosophers would fain believe; the tailor is, indeed, a ruler and guide of men and boys—guide to no good, too often. I declare that I have known the extraordinary phenomenon of a boy's completely and at once seeming to change his character with his clothes. In his every-day jacket and patched trousers, he was a modest, merry school-boy; but let him put on his Sunday suit, and adorn himself before a looking-glass, and lo! he was transferred into an offensive, ignorant puppy. The parents of the present day are not enough watchful to guard the outposts of boyhood against such attacks. Our youths, by dint of maternally inspired perseverance, attain the *toga virilis* too soon, and are straightway puffed up with pride, and endeavor to ape the conceit and folly which they fondly conceive necessary to a manly character. Oh, ye silly mothers, who think your darlings would look well in a long-tailed coat, and set to work to persuade paterfamilias accordingly, ye little know what trouble you may be working for yourselves and for them! Well will it be for you, if you thenceforth find not Johnny or Bobby growing disobedient, deceitful, impure, and all because they fain would be men, knowing good and evil.

EXERCISE 155.

PROVERBS.

1. (*Ppr. co. s. 2. n.*) train up [*imp. pres.*] {*art.*} {*n. c. m. s. 3. o.*} in [*art.*] [*n. c. nt. s. 3. o.*]¹ [*in* [*rpr. nt. s. 3. o.*]] (*ppr. m. s. 3. n.*) shall [*ind. past s. 3.*] go [*inf. pres.*]¹ + (and) [*when*]² [(*ppr. m. s. 3. n.*) be [*ind. pres. s. 3.*] [*a. p.*]]² (*ppr. m. s. 3. n.*) depart [*ind. fut. p. neg. s. 3.*]² from [*ppr. nt. s. 3. o.*].
2. [*Av.*] (*art.*) (*n. c. m. s. 3. n.*) know [*ind. pres. pas. s. 3.*]¹ by [*ppr. m. s. 3. p.*] [*n. c. nt. pl. 3. o.*] (whether) [*(ppr. m. s. 3. p.) (n. c. nt. s. 3. n.) be [ind. fut. s. 3.] [a. p.] + (and) (whether) (ppr. nt. s. 3. n.) be [ind. fut. s. 3.] [a. p.]*]¹.

3. (Art.) (a. p.) (n. c. nt. s. 3. n.) make [ind. pres. s. 3.] {art.} {a. p.} {n. c. nt. s. 3. o.} + (but) by [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.] (art.) (n. c. nt. s. 3. n.) break [ind. pres. pas. s. 3.].
4. (Ppr. m. s. 3. n.)¹ ¹((rpr. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.] to [n. c. nt. s. 3. o.]¹ be [ind. pres. s. 3.] [a. c.]² (than) ²{(art.) (a. p.) (n. c. m. s. 3. n.) be [ind. pres. s. 3.]}² + (and) (ppr. m. s. 3. n.)³ ³((rpr. m. s. 3. n.) rule [ind. pres. s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.})³ be [ind. pres. s. 3.] [a. c.]⁴ (than) ⁴{(ppr. m. s. 3. n.)⁵ be [ind. pres. s. 3.]} ⁵((rpr. m. s. 3. n.) take [ind. pres. s. 3.] {art.} {n. c. nt. s. 3. o.})⁵⁴.
5. (N. c. nt. s. 3. n.) defer (par. past) make [ind. pres. s. 3.] {art.} {n. c. nt. s. 3. o.} {a. p.} + (but) [when] ¹{[art.] (n. c. nt. s. 3. n.) come [ind. pres. s. 3.]}¹ (ppr. nt. s. 3. n.) be [ind. pres. s. 3.] [art.] [n. c. nt. s. 3. n.] of [n. c. nt. s. 3. o.].
6. (Ppr. m. s. 3. n.)¹ ¹((rpr. m. s. 3. n.) walk [ind. pres. s. 3.] with [a. p.] [n. c. m. pl. 3. o.]¹ be [ind. fut. d. s. 3.] [a. p.] + (but) (art.) (n. c. co. s. 3. n.) of (n. c. co. pl. 3. o.) destroy [ind. fut. d. pas. s. 3.].
7. (N. c. nt. s. 3. n.) be [ind. pres. s. 3.] [art.] [n. c. nt. s. 3. n.] + (a. p.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [a. p.] + (and) ((rpr. m. s. 3. n.) deceive [ind. pres. pas. s. 3.] [av.]) be [ind. pres. neg. s. 3.] [a. p.].
8. (Ppr. co. s. 2. n.) boast [imp. pres. neg.] {ppr. co. s. 2. o.} of [n. c. nt. s. 3. o.] + (for) (ppr. co. s. 2. n.) know [ind. pres. neg. s. 2.] {dem. nt. s. 3. o.}¹ ¹{(rpr. nt. s. 3. o.) (art.) (n. c. nt. s. 3. n.) may [ind. pres. s. 3.] bring forth [inf. pres.]}¹.
9. (Ppr. m. s. 3. n.)¹ ¹((rpr. m. s. 3. n.) gather [ind. pres. s. 3.] in [n. c. nt. s. 3. o.]¹ be [ind. pres. s. 3.] [art.] [a. p.] [n. c. m. s. 3. n.] + (but) (ppr. m. s. 3. n.)² ²((rpr. m. s. 3. n.) sleep [ind. pres. s. 3.] in [n. c. nt. s. 3. o.]² be [ind. pres. s. 3.] [art.] [n. c. m. s. 3. n.]³ ³{(rpr. m. s. 3. n.) cause [ind. pres. s. 3.] {n. c. nt. s. 3. o.}}³.
10. In [art.] [n. c. nt. pl. 3. o.] of [ppr. m. s. 3. o.]¹ ¹((rpr. m. s. 3. n.) has [ind. pres. s. 3.] {n. c. nt. s. 3. o.})¹ (n. c. nt. s. 3. n.) find [ind. pres. pas. s. 3.] + (but) (art.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] for [art.] [n. c. nt. s. 3. o.] of [ppr. m. s. 3. o.]² ²{(rpr. m. s. 3. n.) be [ind. pres. s. 3.] [a. p.] of [n. c. nt. s. 3. o.]³.
11. (Ppr. m. s. 3. n.)¹ ¹((rpr. m. s. 3. n.) follow [ind. pres. s. 3.] after [n. c. nt. s. 3. o.] + (and) (rpr. m. s. 3. n.) follow [ind. pres. s. 3.] after [n. c. nt. s. 3. o.]¹ find [ind. pres. s. 3.] {n. c. nt. s. 3. o.} + (and) (ppr. m. s. 3. n.) find [ind. pres. s. 3.] {n. c. nt. s. 3. o.} + (and) (ppr. m. s. 3. n.) find [ind. pres. s. 3.] {n. c. nt. s. 3. o.}.

12. (Ppr. m. s. 3. n.)¹ ((rpr. m. s. 3. n.) waste [ind. pres. s. 3.] {ppr. m. s. 3. p.} {n. c. m. s. 3. o.} + (and) (rpr. m. s. 3. n.) chase [ind. pres. s. 3.] [av.] {ppr. m. s. 3. p.} {n. c. f. s. 3. o.})¹ be [ind. pres. s. 3.] [art.] [n. c. m. s. 3. n.]² ((rpr. m. s. 3. n.) cause [ind. pres. s. 3.] {n. c. nt. s. 3. o.} + (and) (rpr. m. s. 3. n.) bring [ind. pres. s. 3.] {n. c. nt. s. 3. o.})².

NOTE.—Nos. 2, 11, and 12 are examples of *Composite Complex Sentences*, and 1, 3, 4, 5, 6, 7, 8, 9, and 10 are examples of *Complex Compound Sentences*.

EXERCISE 156.

A BOY'S LETTER HOME, AND ITS ANSWER.

At (n. p. nt. s. 3. o.) in (n. p. nt. s. 3. o.),
On (art.) (ord.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.), 1874.

(A. p.) (n. p. m. s. 3. n.):

(Ppr. nt. s. 3. n.) be [ind. pres. s. 3.]¹ [av.] [car.] [n. c. nt. pl. 3. n.] [since] ¹((ppr. m. s. 2. n.) leave [ind. past s. 2.] {ppr. m. s. 1. o.} [av.]¹ + (yet) (ppr. nt. s. 3. n.) seem [ind. pres. s. 3.]² [car.] [n. c. nt. pl. 3. n.] [since] ²((ppr. m. s. 1. n.) leave [ind. past s. 1.] {n. c. nt. s. 3. o.})². (Ppr. m. s. 1. n.) try [ind. pres. s. 1.] be {inf. pres. neg.} {a. p.} + (because) + (as) (n. c. f. s. 3. n.) say [ind. pres. s. 3.] + (art.) (n. c. m. s. 3. n.) can [ind. pres. neg. s. 3.] expect [inf. pres.] {av.} tie {inf. pres. pas.} to {ppr. m. s. 3. p.} {n. c. f. s. 3. p.} {n. c. nt. pl. 3. o.}. (Ppr. m. s. 1. n.) [av.] feel [ind. pres. s. 1.] [av.] [a. p.] + (but) (art.) (ind.) (n. c. m. pl. 3. n.) [av.] use [ind. pres. pas. pl. 3.] to [n. c. nt. s. 3. o.] + (and) (ppr. m. pl. 3. n.) will [ind. past pl. 3.]¹ laugh at [inf. pres.] {ppr. m. s. 1. o.} if ¹((ppr. m. pl. 3. n.) think [ind. past pl. 3.] (that) {ppr. m. s. 1. n.) be [ind. past s. 1.] [a. p.]} + (as) (ppr. m. pl. 3. n.) call [ind. pres. pl. 3.] {ppr. nt. s. 3. o.})¹. (Ind. m. pl. 3. n.) of (ppr. m. pl. 1. o.) go [ind. past pl. 3.] [av.] on [art.] [n. c. nt. s. 3. o.] during [dem.] [n. c. nt. s. 3. o.] with [ind. m. s. 3. o.] of [art.] [n. c. m. pl. 3. o.] + (and) (ppr. m. pl. 1. n.) have [ind. past pl. 1.] {art.} {av.} {æ. p.} {n. c. nt. s. 3. o.}. (Ppr. m. pl. 1. n.) pull [ind. past pl. 1.] [av.] to [art.] [n. c. nt. s. 3. o.] call [par. past] [n. p. nt. s. 3. o.] [av.] [a. p.] to [n. p. nt. s. 3. o.]. [When] ¹((n. p. m. s. 3. n.) be [ind. past s. 3.] in [n. c. nt. pl. 3. o.] at [n. p. nt. s. 3. o.])¹ (ppr. nt. s. 3. n.)² be [ind. past s. 3.]¹ to [dem.] [n. c. nt. s. 3. o.] (that) ²((ppr. m. s. 3. n.) use [ind. past s. 3.]² ferry [inf. pres. pas.] [when] ²((ppr. m. s. 3. n.) have [ind. past s. 3.] {n. c. nt. s. 3. o.} cross {inf. pres.} {art.} {n. c. nt. s. 3. o.})². (Art.) (a. p.) (n. c. nt. s. 3. n.) [av.] show [ind. past pas. s. 3.] to {ppr. m. s. 1. o.}. {To [dem.]

[n. c. nt. s. 3. o.] (n. p. m. s. 3. n.) use [ind. past s. 3.] hitch [inf. pres.] [ppr. m. s. 3. p.] [n. c. m. s. 3. o.] [when] wait (par. pres.) for (art.) (n. c. nt. s. 3. o.)¹ {ppr. m. pl. 3. n.} say [ind. pres. pl. 3.].

(Ppr. m. s. 1. n.) [av.] be [ind. per. neg. s. 1.] visit [inf. pres.] [art.] [n. p. nt. s. 3. o.] + (but) (ppr. m. s. 1. n.) hope [ind. pres. s. 1.]¹ do {inf. pres.} {dem. nt. s. 3. o.} in {art.} {ind.} {n. c. nt. pl. 3. o.} (for).¹ [(ppr. nt. s. 3. n.)² tell [ind. pres. pas. s. 3.] to [ppr. m. s. 1. o.] (that)² (there be [ind. pres. pl. 3.] (ind.) (a. p.) (n. c. nt. pl. 3. n.) see [inf. pres. pas.] [av.] (a. p.) (n. c. nt. pl. 3. n.) (av.) carry (par. past) by (art.) (n. p. m. pl. 3. o.) besides (n. c. nt. pl. 3. o.) capture (par. past) from (art.) (n. p. m. pl. 3. o.)²]¹. (Ppr. m. s. 1. n.) wish [ind. pres. s. 1.] (that) {(n. p. f. s. 3. n.) can [ind. past s. 3.] be [inf. pres.] [av.] go [inf. pres.] with [ppr. m. s. 1. o.]¹ + (ppr. m. s. 2. n.) know [ind. pres. s. 2.] (that) {(ppr. f. s. 3. n.) [av.] have [ind. pper. s. 3.] {art.} {a. p.} {n. c. nt. s. 3. o.} for {n. p. m. s. 3. o.}} + (and) (ppr. m. s. 3. n.) live [ind. past s. 3.] for [a. p.] [art.] [n. c. nt. s. 3. o.] in [dem.] [n. c. nt. s. 3. o.]

[While] ¹[(ppr. m. pl. 1. n.) be [ind. past pl. 1.] on [art.] [ind.] [n. c. nt. s. 3. o.] of [art.] [n. c. nt. s. 3. o.]¹ (ppr. m. pl. 1. n.) have [ind. past pl. 1.]¹ {art.} {n. c. nt. s. 3. o.} ²{(ppr. nt. s. 3. n.) refresh [ind. past s. 3.] {ppr. m. pl. 1. o.} after [ppr. m. pl. 1. p.] [n. c. nt. s. 3. o.]². {Ppr. nt. s. 3. n.) be [ind. past s. 3.] [art.] [ord.] [n. c. nt. s. 3. n.]¹ ¹[on [ppr. nt. s. 3. o.] (ppr. m. s. 1. n.) [av.] handle [ind. past s. 1.] {n. c. nt. pl. 3. o.}]¹ + (so) (ppr. m. s. 1. p.) (n. c. nt. pl. 3. n.) [av.] [av.] blister [ind. pres. pas. pl. 3.] + (but) {after [art.] [ind.] [n. c. nt. pl. 3. o.] at [art.] [n. c. nt. s. 3. o.] (ppr. nt. pl. 3. n.) grow [ind. fut. p. pl. 3.] [a. p.] [av.] unto [dem. nt. pl. 3. o.] of [art.] [ind. m. pl. 3. o.]} (ppr. m. s. 1. n.) suppose [ind. pres. s. 1.]. (Ppr. m. s. 3. n.) write [imp. pres.] [av.]

From (ppr. m. s. 2. p.) (a. p.) (n. c. m. s. 3. o.),

(n. p. m. s. 3. o.).

At (n. p. nt. s. 3. o.) in (n. p. nt. s. 3. o.),

On (art.) (ord.) (n. c. nt. s. 3. o.) of (n. p. nt. s. 3. o.), 1874.

(Ppr. m. s. 1. p.) (a. p.) (n. c. m. s. 3. n.):

(Ppr. m. s. 1. n.) be [ind. pres. s. 1.] [a. p.] see [inf. pres.] [ppr. m. s. 2. o.] [a. p.] in fulfil [inf. ing.] [ppr. m. s. 2. p.] [n. c. nt. s. 3. o.] write [inf. pres.]. If ¹[(ppr. m. s. 2. n.) know [ind. past s. 2.] {av.} {ind.} {n. c. nt. s. 3. o.} (ppr. m. s. 2. p.) (n. c. nt. pl. 3. n.) give [ind. pres. pl. 3.]]¹ (ppr. m. s. 2. n.) will [ind. past neg. s. 2.]¹ find [inf. pres.] {ppr. nt. s. 3. o.} {art.} {n. c. nt. s. 3. o.} [av.] [av. c.]² (than) ²[talk (inf. ing.) to (ppr. co. pl. 1. o.) at (n. c. nt. s. 3. o.) be [ind. pres.

s. 3.]². (*Ppr. m. s. 2. n.*) [av.] continue [imp. pres.] tell {inf. pres.}¹ (as)¹ {(ppr. m. s. 2. n.) do [ind. per. s. 2.] in [ppr. m. s. 2. p.] [ord.] [n. c. nt. s. 3. o.]}¹ {ind. nt. s. 3. o.}² ²{*rpr. nt. s. 3. o.*} (ppr. m. s. 2. n.) see [ind. pres. s. 2.] (or) hear [ind. pres. s. 2.] + (*rpr. nt. s. 3. n.*) be [ind. pres. s. 3.] [a. p.]}² [when]¹ [(art.) (n. c. nt. s. 3. n.) be [ind. pres. s. 3.] [av.] [a. p.] in [ppr. m. s. 2. p.] [n. c. nt. s. 3. o.]]¹. (If)¹ [(ppr. m. s. 2. n.) leave [ind. pres. s. 2.]}² {dis.} {n. c. nt. s. 3. o.} [till]² [(ppr. m. s. 2. n.) come [ind. fut. s. 2.] to [n. c. nt. s. 3. o.]}² (as)² [(ind.) (n. c. m. pl. 3. n.) be [ind. pres. pl. 3.] [a. p.] do [inf. pres.]]² (ppr. m. s. 2. n.) [av.] forget [ind. fper. p. s. 2.]}¹ {art.} {a. c.} {n. c. nt. s. 3. o.} of {*dem. nt. s. 3. o.*}² ²{*rpr. nt. s. 3. o.*} (ppr. m. s. 2. n.) see [ind. pres. s. 2.]}² + (and) (art.) (n. c. nt. s. 3. n.) appear [ind. fut. p. neg. s. 3.] [a. p.] tell [inf. ing.]. (*Ppr. m. s. 2. p.*) (n. c. nt. s. 3. n.) be [ind. past s. 3.] [av.] [a. p.] to [ppr. co. pl. 1. o.] [ind.]. (*Ppr. m. s. 2. n.*) tell [imp. pres.] to [ppr. m. pl. 2. o.] in (ppr. m. s. 2. p.) [a. s.] [*n. c. nt. s. 3. o.*] {*rpr. nt. s. 3. o.*} (ppr. m. s. 2. n.) see [ind. past s. 2.] in [art.] [n. p. nt. s. 3. o.]}¹. (If)¹ [(ppr. m. s. 2. n.) do [ind. fut. s. 2.] {ppr. nt. s. 3. o.} [av.]]¹ (ppr. m. s. 2. n.) [av.] entice [ind. fut. p. s. 2.]}¹ {ppr. co. pl. 1. o.} come {inf. pres.}, {n. p. f. s. 3. o.} [av.] visit {inf. pres.} {art.} {a. p.} {n. c. nt. s. 3. o.} (and) have {inf. pres.} {ppr. m. s. 2. o.} (as) {ppr. co. pl. 1. p.} {n. c. m. s. 3. o.}. (*Ppr. m. s. 1. n.*) visit [ind. past s. 1.] {art.} {n. p. nt. s. 3. o.} {ppr. m. s. 1. n.} at [ind.] [n. c. nt. pl. 3. o.] [av.] + (but) (*ppr. m. s. 1. n.*) be [ind. past neg. s. 1.] [a. p.]}¹ (that)¹ [there be [ind. past s. 3.] (av.) (art.) (a. p.) (n. c. nt. s. 3. n.) in [art.] [n. c. nt. s. 3. o.]]¹ + (or) (ppr. m. s. 1. n.) [av.] will [ind. past neg. s. 1.] miss [inf. per.] see {inf. ing.} {ppr. nt. s. 3. o.}. Row (inf. ing.) ppr. m. s. 1. p. a. p. n. c. m. s. 3. n. be [ind. pres. s. 3.] [a. p.] [n. c. nt. s. 3. n.] + (and) (art.) (ind.) (n. c. nt. pl. 3. n.) do [ind. fut. p. pl. 3.] [a. p.] n. c. nt. s. 3. o.}. (*Ppr. m. s. 2. n.*) need [ind. pres. neg. s. 2.] be inf. pres.] [a. p.] of spoil [inf. ing.] [ppr. m. s. 2. p.] [n. c. nt. pl. 3. o.] at [n. c. nt. s. 3. o.] + (art.) (ind.) (a. p.) (n. c. nt. pl. 3. n.) be ind. pres. pl. 3.] [a. p.] to [art.] a. p.] [n. c. nt. s. 3. o.]. (Whether) at [n. c. nt. s. 3. o.] (or) at [n. c. nt. s. 3. o.] (*ppr. m. s. 2. n.*) do [imp. pres.] {ppr. m. s. 2. p.} {a. s.} {n. c. nt. s. 3. o.}. (N. c. nt. s. 3. n.) from (ind. co. pl. 3. o.).

(Ppr. m. s. 2. p.)

(N. p. m. s. 3. n.).

THE DECIL—A Poem.

(Art.) (n. p. m. s. 3. n.) have [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.}
 (And) dream [ind. past s. 3.] throughout [art.] [n. c. nt. s. 3. o.]
 Seek {inf. pres.} {ppr. m. s. 3. p.} {a. p.} {n. c. nt. s. 3. o.}
 (And) {av.} gain {inf. pres.} {art.} {n. c. nt. s. 3. o.}.

(Art.) (n. c. nt. s. 3. n.) come [ind. past s. 3.] [av.] [av.]
 (And) shine [ind. past s. 3.] upon [ppr. m. s. 3. p.] [n. c. nt. pl. 3. o.]
 [While] rally [par. pres.] [ppr. m. s. 3. p.] [n. c. m. pl. 3. o.]
 (Ppr. m. s. 3. n.) quiet [ind. pres. s. 3.] {ppr. m. pl. 3. p.} {n. c. nt. pl. 3. o.}.

(Ppr. m. pl. 2. n.) remember [imp. pres.] n. c. m. pl. 3. n. {ppr. m. pl. 3. p.} {n. c. nt. s. 3. o.}
 {Ppr. m. pl. 2. p.} {n. c. co. pl. 3. o.} [av.] (and) {n. c. nt. s. 3. o.}
 (Ppr. m. pl. 2. n.) remember [imp. pres.] in [dem.] [n. c. nt. s. 3. o.]
 {Ppr. m. pl. 2. p.} {n. c. nt. s. 3. o.} for {a. p.} {n. p. nt. s. 3. o.}.

(Ppr. m. pl. 3. n.) hear [ind. past pl. 3.] {art.} {n. p. m. s. 3. p.} {n. c. nt. pl. 3. o.}
 (Ppr. m. pl. 3. n.) hear [ind. past pl. 3.] {ppr. m. s. 3. p.} {a. p.} {n. c. nt. s. 3. o.}
 (And) (ind.) (art.) (n. c. nt. s. 3. n.) (and) (n. c. nt. s. 3. n.)
 Arose [ind. past pl. 3.] throughout [art.] [n. c. nt. s. 3. o.].

(Art.) (n. c. nt. s. 3. n.) begin [ind. past s. 3.] waver {inf. pres.}
 (And) midst [art.] [n. c. nt. s. 3. o.] of [n. c. nt. s. 3. o.]
 (Art.) (n. p. m. s. 3. n.) grasp [ind. past s. 3.] {art.} {n. c. nt. s. 3. o.}
 (And) rush [ind. past s. 3.] before [art.] [n. c. nt. s. 3. o.].

(Ppr. m. s. 3. n.) think [ind. past s. 3.] upon [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.]
 But [av.] keep [ind. past s. 3.] fight {inf. ing.} [av.]
 (And) (when) (art.) (n. p. m. pl. 3. n.) conquer [ind. past pl. 3.]
 For [ppr. m. pl. 3. o.] (a. p.) (n. p. m. s. 3. n.) fall [ind. past s. 3.]

(Ppr. m. s. 3. p.) (n. c. m. s. 3. n.) [av.] [av.] fight (par. pres.)
 Behold [ind. past s. 3.] {ppr. m. s. 3. p.} {n. c. nt. s. 3. o.} give {inf. pres.} {av.}
 (And) think (par. pres.) on (ppr. m. s. 3. p.) (n. c. m. s. 3. o.)
 (Ppr. m. s. 3. n.) charge [ind. past s. 3.] into [art.] [n. c. nt. s. 3. o.].

Within. [ppr. m. s. 3. p.] [n. c. nt. s. 3. o.] [art.] [n. c. nt. s. 3. n.] *be*
[*par. pres.*]

(Ppr. m. s. 3. n.) rush [ind. past s. 3.] upon [art.] [n. p. m. pl. 3. o.]

(And) [av.] *unto* [ppr. m. s. 3. p.] [a. p.] [n. c. m. s. 3. o.]

(Art.) (ord.) (n. p. m. s. 3. n.) fall [ind. pres. s. 3.].

[Av.] *die* [ind. past pl. 3.] (art.) (a. p.) (n. p. m. pl. 3. n.)

But *die* [ind. past em. neg. pl. 3.] in [n. c. nt. s. 3. o.]

(Ppr. m. pl. 3. n.) (n. c. nt. pl. 3. n.) live [ind. pres. pl. 3.] in [n. c.
nt. s. 3. o.]

[A. p.] *be* [ind. pres. s. 3.] (ppr. m. pl. 3. p.) (n. c. nt. s. 3. n.).

TABLE OF SYMBOLS.

a.	Adjective.	int.	Interrogative Form.
a. c.	Adjective, Comparative Degree.	m.	Masculine Gender.
a. p.	Adjective, Positive Degree,	n.	Nominative Case
a. P.	Proper Adjective.	neg.	Negative Form.
art.	Article.	n. c.	Common Noun.
a. s.	Adjective, Superlative Degree.	n. p.	Proper Noun.
av.	Adverb.	nt.	Neuter Gender.
av. c.	Adverb, Comparative Degree.	o.	Objective Case.
av. s.	Adverb, Superlative Degree.	ord.	Ordinal.
car.	Cardinal.	p.	Possessive Case.
co.	Common Gender.	par.	Participle.
dem.	Demonstrative.	pas.	Passive Form.
dis.	Distributive.	past	Past Tense.
em.	Emphatic Form.	per.	Present Perfect Tense.
f.	Feminine Gender.	pl.	Plural Number.
fper. d.	Future Perfect Tense, Determination.	pper.	Past Perfect Tense.
fper. p.	Future Perfect Tense, Prediction.	ppr.	Personal Pronoun.
fut. d.	Future Tense, Determination.	pres.	Present Tense.
fut. p.	Future Tense, Prediction.	pro.	Progressive Form.
ind.	Indefinite.	rec.	Reciprocal.
[ind.]	Indicative Mood.	rpr.	Relative Pronoun.
inf.	Infinitive Mood.	s.	Singular Number.
inf. ing.	Infinitive in <i>ing</i> .	[sub.]	Subjunctive Mood.
[imp.]	Imperative Mood.	1.	First Person.
		2.	Second Person.
		3.	Third Person.
		?a.	Interrogative Adjective.
		?av.	Interrogative Adverb.
		?pr.	Interrogative Pronoun.

Large () enclose all words belonging to the Subject.

" [] enclose all words belonging to the Predicate.

" { } enclose all words belonging to the Object of the Predicate Verb.

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